Best Practices in the Adult Setting

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Introduction

A previous chapter approached best practices from a perspective of policy informed by adult learning principles. It had several practice recommendations:

✱ Build effective, committed partnerships to share resources and responsibilities
✱ Create a climate of trust and respect that encourages and supports learning
✱ Foster a spirit of collaboration in the learning setting
✱ Involve learners in planning and implementing learning activities that are student-centred (using a participatory approach)
✱ Draw upon students' prior learning experience as a resource
✱ Cultivate and nurture the development of self-directedness in learners
✱ Use small groups for learning activities with adults
✱ Design and/or use instructional materials based on students' lives, focussing on where people are at (practical strategies to address life situations/problems)
✱ Develop meaningful assessment and evaluation strategies
✱ Ensure access to learning opportunities through inclusive activities & programs
✱ Provide adequate, long-term, secure funding and supportive referral services

Other suggestions from ABE programs can be added: the need for program standards, ongoing professional development, improved accessibility for learners, better tracking of individual and program results, and the use of computer technology (Department of Education..., 86). Literacy promotions and celebrations help to raise awareness of the successes literacy programs are experiencing.

A policy perspective alone couldn't supply all that literacy practitioners (i.e. teachers, facilitators, tutors, instructors, animators, trainers, coordinators) demanded. They see 'best practices' as the practical teaching techniques, tips, strategies, methods, and exercises for program delivery. Further research was necessary. The most practical chapter I might write must contain what was already successful in adult literacy programs: the activities, program models, resources, and useful classroom strategies that have already been tried and tested.

To discover what was working in NB, I used a 'community of inquiry' approach to add to a literature and online search. Responses came through personal visits, e-mail, and phone calls from volunteer participants. Regional co-ordinators, CASP facilitators, tutors, and others gave input. By actively involving as many *instructors* as possible, I felt I could get the 'how-to' perspective, grounded in practice, to help us become more effective in what we're doing. I thank the following facilitators and literacy contacts for their time in sharing their contributions for this project:

- Cheryl Brown, Saint John Family Literacy (& LCNB president)
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Community Program Models Across Canada

There's something about reading *printed text* that makes it to be fact. 'Best program models' are often based on personal interpretation or even context. Many adult literacy programs are built on helping learners to become part of a culture of reading and lifelong learning. Quality programs are accessible, affordable, and offer scheduling flexibility, active learning environments, and balanced instructional variety. Quality ratings haven't come from formal program evaluations, as many are yet to be done. (Anyway, evaluations that *were* carried out might've used different criteria.) For the record, the models listed here may, or may not, be the 'cream of the crop.' They might be all that could, or would, be found in this project's time frame. Maybe, they're those most easily accessed, commonly discussed, or well-known in the region. They could simply be the best we have for *now*, until more is known. Some may even be personal favourites of this researcher. ☺

"Praxis" (i.e. theory being informed by practice and practice by theory) is a meaningful strategy in the literacy field. Collaboration is the buzzword today, but it cannot be imposed. If it *is* to be a best practice, it should evolve gradually in the working relationships, between researchers and practitioners, that are based on cooperation, trust, communication, and respect. Brainstorming/sharing sessions at CASP facilitators' conferences (in the mid-90's and October 2002) produced two lists of great ideas for best practices, which appear as Appendix A.

Part-time programs allowing flexible entrance and exit times help to meet the diverse needs of adult students. A choice of daytime or evening classes that operate only during the school year (September to June) may be best. Continuous student intake is important in many community programs.

Learner-centred programs often lead to empowerment while building mutual respect and responsibility. Adults may recall negative schooling experiences where they were shamed, embarrassed, ignored, or ridiculed by those in authority. Having a say in the classroom structure, timetable, learning materials, and activities gives students control over their learning and the decisions concerning them. Informal assessments done in collaboration are often more effective and less stressful. Learner advisory councils and peer-tutoring can be rich resources.

Task or problem-centred learning presents new learning in the context of applying to real-life situations. This develops a readiness to learn new coping skills. Learners are seen as customers with specific needs, interests, and expectations. Instructional services can include self-paced learning with a workbook or computer, working with a mentor, on-the-job learning, citizenship training, or distance learning via the Internet. Life-skills counselling isn't about giving advice, but about drawing out a student's thoughts, feelings, and attitudes.

Individualized one-on-one tutoring for basic reading/writing is a delivery option used by volunteer non-profit organizations like *Laubach Literacy* or *Frontier College.* The Each-One Teach-One and Student-Centred Individualized Curriculum (SCIL) plans have been successful. Friendly people working as recruiters and tutors help to make adults, with little formal education, feel safe and comfortable.

A community-based program happens when local community members form partnerships to share the responsibility to provide adult literacy education (Taylor & Draper, 119). Local organizations offering programs to targeted groups may have purposes, resources, and program services that differ in nature. Programs could be housed in schools, libraries, work sites, churches, or community centres. Schedules can be set up to cover a wide range of exercises, from reading comprehension to writing, based on community issues, problems, and resources. "The community-based sector tends to be fragmented, under-resourced and to have limited access to structures and supports" (OECD, *Career Guidance Policies*, 11). Information needed is not often accessible, easy to find, or supported by instructional manuals and peer reviews. In spite of such difficulties, programs are producing successful results.

Since 1984, the Invergarry Learning Centre's **ALPS** (*Adult Literacy Program of Surrey)* has been "gaining an international reputation" for its free program for improving reading and writing skills for adults in BC (Thomas, Exemplary..., 18). It uses volunteers to tutor learners individually. Creating an atmosphere where learner goals can be realized, self-esteem boosted, and learner voices expressed in a magazine called *"Voices"* are some of its success strategies. "During any...semester there may be from 170 to 200 learners in the program" (Thomas, Exemplary..., 19).

"Some community-based programs now use a **participatory** education model in which the curriculum is created collectively with the students" (Shohet, 23). Two Alberta programs (Edmonton's *Learning Center Literacy Association* and the *Write to Learn* project) and a Newfoundland program (*Adult Basic Education Writing Network*) are good models of community-based participatory education (Shohet, 23). Both offer materials that build on learners' strengths. Having choices in their own learning does a lot toward building self-esteem and fuelling motivation. Learner views, prior knowledge, and interests are shown through reflection, discussion, debate, and opinion-sharing. Drawing on experience is important. Educators act as facilitators, guiding students to their own knowledge rather than supplying them with facts. Programs often have students on the board, allowing program ownership and administrative experience (e.g. Saint John Learning Exchange, Project Literacy Victoria, and East End Literacy in Toronto.) (NLS, Thomas, 19).

The Saint John Learning Exchange hosts a BEST (Basic Education Skills Training) program, offering GED preparation, self-development, and employment preparation through individualized components. This 24-week full-time program of literacy/employment maintenance skills uses the *Silvaroli* for conducting reading level assessment, the *WRAT* (Wide Range Achievement Test) for math, and the *CARA* diagnostic reading test for student entry placement. Like CASPs, the program operates on continuous student intake.

The *Cape Breton Literacy Network Association (CBLNA)* has a strong history of developing local partnerships for sponsoring community-based adult upgrading classes. It is the only provider of pre-high school level adult upgrading in the Cape Breton region, outside of Laubach Literacy volunteer tutors. It offers 11 full-time/ part-time classes in their region, with a current registry of more than 150 adults. (NALD's *Networks Vol. 8 No. 3*, p.3) The association oversees a literacy resource centre for instructors and training opportunities for the general public. It also conducts informal student assessments to determine skill levels and identify goals before classes start. Volunteer tutors work with students under the direction and supervision of a literacy instructor. Students participated in computer projects.

For a list of exemplary adult literacy programs, go to NALD's website at: http://www.nald.ca/FULLTEXT/athomas/exeadu/contents.htm for details.

New Brunswick's **CASP (Community Academic Services Program)** success **indicators** are as varied as the programs being offered:

▸ becoming independent learners (self-directed, continuous learning)
▸ meeting personal goals (academic upgrading, job readiness, GED-prep)
▸ improving family life (helping children with school work, getting a driver's license, reading to kids, developing budgeting skills)
▸ obtaining non-academic skills (self-esteem boost, changes in attitudes and social skills, teamwork and community volunteer experience) (CASP Rendezvous handout- October 16, 1995)

As a rule, there are many success indicators for adult literacy programs:

▸ an increase in the number of students enrolled in programs
▸ an increase in the number of students completing programs
▸ an increase in the number of adults reaching a grade 12 level
▸ an increase in the number of unemployed people who get jobs soon after completing adult literacy programs
▸ successful partnerships with clearly-defined roles and responsibilities
▸ sustainable funding with standard guidelines for equal access
▸ equitable entitlement to ongoing programs, support services, and resources at the community level
▸ a decrease in the number of people on financial assistance
▸ a certification system in place for adult literacy workers
▸ recognition for programs by having achievements transferable to other training and employment
▸ a referral system for adult placement in programs/courses, counselling, transition housing, or employment (Office of Higher Educ..., 28-36).

Though CASPs were designed to accommodate multilevel classes, many CASP facilitators stated that they're doing *less* group work and *more* individual coaching. One said that group work was difficult to arrange in a *bilingual* program and that students preferred separate tables and work plans. The long-term stability of CASP program models has been questionable due to funding insecurities, student attrition, and a lack of acceptable learning outcome measurements.

Family and workplace literacy programs often have more defined, targeted, goals and policies. They can achieve, what traditional models don't, by offering more than just instruction in the 3 R's (i.e. reading, writing, arithmetic). Instruction addresses specific participant needs for home or work (HRDC, *Adult Literacy . . .*, 12). The focus can be on single parents, "Moms-and-tots," inter-generational events and activities, or job-readiness training. In 2002, the Literacy Coalition produced the *New Brunswick Family Literacy Directory*, available in *pdf* form on the website at www.nb.literacy.ca click Family Literacy.

Laubach Literacy of Canada (LLC) developed a family literacy workshop series called *Creating a Learning Culture in the Home*. (Contact your provincial office to find out more about this training). As usual, NALD's website holds a wealth of valuable resources at: www.nald.ca/NETLINKS/family/family.htm Motivation and continued participation are essential. A booklet called, *Side by Side: Parents and Caregivers*, lists suggestions for developing a love of reading and learning. (It can be found at: www.nald.ca/nbclhom.htm under "publications".)

Adults are encouraged to support young children's literacy development by:

- reading frequently to children, helping them to develop a love of books
- listening to a child's reading, giving praise and encouragement
- talking with children about what's been read, using questions and prompts to help them understand (Listening to their thoughts/feelings, without judging or advising, helps them to feel understood, valued, and accepted in communication.)
- making reading fun for children (Colour and label objects, people, sizes, and shapes to enhance stories. Make up your own stories using puppets, pictures, and other props)
- visiting the local library together to borrow books or attend programs (Check out the Early Active Reading and Storytelling (EARS) Library site found at: www.nald.ca/province/nb/ears/)
- speaking positively to them and being a good role model for reading and writing, pointing out 'print' all around you in the daily environment (Reiff, 18) (LLC brochure on Family Literacy Workshop Series).

The *Neil Squire Foundation* operates programs for adults with physical disabilities, who are at a disadvantage for employment, computers, or literacy skills. Using specialized educational software, assessment, and assistive technology, they work to allow disabled adults to pursue independent living.

Successful literacy programs have moved beyond passive learning, to active learning, where students are engaged in the learning process. In this model, all learning activities involve some kind of *experience* (doing or observing) or some kind of *dialogue* (with self or others live, via e-mail, or in web chat-rooms). Literacy classes can operate under a cooperative learning strategy, with students working interactively in small groups, to maximize their learning and build interdependence. The contextualized learning model of literacy/language learning emphasizes prior knowledge, learning, and experience. It's a successful method if the context is not too narrow in application (like offering a job-preparation course in a time when there are no jobs available.)

It's possible that any model may not *fully* address the employment, training, personal, and educational goals of your students or community. Making the right choices can be difficult, but rewarding when they prove successful. The task for program facilitators, instructors, and tutors is to find our best role and to know the traits of our adult students.

Adult Learner Characteristics

Adults are not BIG children (Malcolm Knowles, 1984).They have their own different ways of learning. Experiential learning (learning through experience) is a significant focus for educators today. Tapping into students' experiences can be a major source of enrichment, relevant to the topics at hand.

Many adults are autonomous and need to be self-directing, not wanting to be "spoon-fed." The degree of self-directedness may depend on their maturity level, sense of self and learning styles, and familiarity with the content area. Learning should be goal-directed, with teachers acting as "guides" to facilitate it, rather than supplying the facts. Unless the learning is meaningful and relevant to their lives, they may leave. Students like to be involved in designing their own learning.

Learner diversity is common. Show sensitivity and respect for differences of opinion, belief, and values. Using materials relevant to individual needs, interests, languages, cultures, and experiences can be most effective. "Working on getting a driver's license is an example of student-centred, relevant content, providing this is what the learner identified as his/her goal" (Cheryl Brown e-mail). Creating a warm atmosphere can set the stage for interactive discussions.

William Perry's (1968) study supported an idea that men and women don't think the same way. Men are ready to learn the things they need to, because of their roles as workers, spouses, parents, and the like, in the stages of their "*developmental process*" in life. <u>Male</u> students:

1. see the world as black and white, right and wrong... start out being convinced there IS one right answer.
2. see there is diversity of opinion, but authorities are 'exercising students' so that they're forced to find the 'right answer' themselves.
3. feel diversity is temporary, as the 'right answer' just hasn't been found yet.
4. understand diversity is a legitimate state, but prefer to know what is "right."
5. see that everyone has a right to his or her own opinion.
6. finally develop a personal commitment to the relativistic world...

In 1986, Belenky et al. discovered women's "*ways of knowing*." Women moved from one style of thinking to others as they matured and gained life experiences. It wasn't the staged sequence that men experienced. <u>Female</u> students had the following possible ways of knowing:

1. *Silence:* Women feel mindless and voiceless, subject to whims of external authority.
2. *Received Knowledge:* Women feel they can receive knowledge, but not create it.
3. *Subjective Knowledge:* Truth and knowledge are private and subjectively known or intuited.
4. *Procedural Knowledge:* Women are invested in learning and applying objective procedures for obtaining and communicating knowledge.
5. *Constructive Knowledge:* Women view knowledge as contextual and can create knowledge found objectively or subjectively.

One facilitator felt that having a means to separate classes into skill level abilities might be advantageous. However, most CASP programs are operating with adults who are working at different skill levels.

Pairing or grouping students with mixed ability levels ensures that all students have a role to play in any team work. A more literate student could be the "secretary" while lower-level students can contribute orally or visually. Try to match the role with the student's comfort zone. Teams can be formed by drawing the same number from pairs of numbers placed in a cup, finding someone who's wearing the same colour, or whose favourite fruit is the same as yours. **Pairing and grouping** can strike terror into the heart of those students who are haunted by memories of being 'last picked' for the baseball team.

> In order to create a safe and supportive environment, it is important to use ways to get participants into pairs and groups without anyone being left out, and without putting members into anxiety-provoking positions. The more specific you can be about your instructions, the more comfortable participants will be (Nell Warren Associates Inc., 47).

Adult learners with little formal education identified some strategies they would use to find information or learn a new skill:
- asking someone (an expert, family member, or friend)
- reading (*before* asking someone to avoid appearing stupid, or *after* asking someone to dig deeper on the topic)
- observing (watching and studying others before trying it themselves)
- just doing it (without thinking, with the knowledge of past success, or with lots of self-confidence)
- using technology (i.e. phone, computer, TV, radio, Internet)
  (Niks et al., 81).

Being aware of time pressures that students face, we must craft self-paced lessons to address today's urgency and the promise of tomorrow. Finding different ways to positively change the learning context is a goal of instructors who want to respond to adult needs. Summarizing adult learner characteristics helps us to gain an understanding of the kinds of instructional strategies that maximize learning.

Characteristic of Adult Learners	Teaching Strategies to Use
1. Wealth of experience that becomes a resource for learning	• group discussion • simulation exercises • problem-solving activities • case-based methods
2. Task or problem-centred learners, learn to deal with real life situations	• all of #1 strategies above • peer review • self-review • one-to-one methods
3. Need to know why they need to know something	• group discussion • self-review • peer review • one-to-one methods • case-based exercises
4. Self-directed learners, need to have some input into the planning of their learning	• CD-ROM and/or computer • satellite programming • distance learning • self-review • problem-solving • practical methods (e.g. simulation and role play) • one-to-one methods
5. Responsive to internal motivators to learn, such as relevance to future ambitions and goals	• practical methods (e.g. simulation exercises and role play) • problem-based learning • case-based methods • one-to-one methods • peer review

(Adapted from *Adult Learning-Key Issues,* at: www.gpnetwork.net.au/eduseru/2-keyiss.htm)

Program Tools

Program brochures and radio ads are useful for promotion and recruitment. A contact person, phone number, and the hours of operation <u>should</u> be included. Student testimonials do a lot to advertise services being offered. Place brochures in central community locations, where people can access them freely. Printed gift calendars are a good way to keep literacy information in the public eye for a time.

Some think that entry level assessment should be done by a central agency that would match students to appropriate programs and instructors. Others feel that this initial assessment serves as an essential link to building a strong working relationship with an instructor. (If so, having teachers and tutors conduct their own assessments would be better.) Either way, assessment should be consistent in order to gain the truest understanding of academic levels, learning styles, and goals. Remember, any assessment tool can prove to be unreliable, even as a starting point. Students need to start learning from a *functioning* level rather than *grade* level.

CASP facilitators are using a variety of assessment tools for placement. Some use CAAT tests to determine starting levels. One popular choice for reading comprehension assessment is the *Gates-MacGinitie* test because it's quick and easily administered. The *Dominion Math* 16-question test is the simplest for testing basic skills in adding, subtracting, multiplying, and dividing whole numbers, fractions, decimals, and percent. Others opt for the Cambridge *Pre-GED Math* book Pre-test, because it includes word problems, metric measurement, and charts & graphs, as well as a means for determining entry point in the book itself.

Generally, assessment will be more productive if a student participates during the process. S/he may need a gentle nudge towards this involvement. If a learner sets goals that you judge as unrealistic, avoid being negative. Encourage them by saying, "So what can we do here in this program to help you to move to the next step towards your goal?" (Pat Hatt, 1). Students should start with small, clear, manageable goals. The *C-A-R-D* guide for goal-setting is: Are the goals <u>c</u>onceivable, <u>a</u>chievable, <u>r</u>ealistic, and <u>d</u>emonstrable? Answers to such questions can decide if goals are desirable or not, and if potential obstacles are seen. Students need to ask themselves if they're willing to make necessary sacrifices to accomplish their goals.

Student portfolio sheets can be done at the initial interview. Information on health problems, referral source, learning goals, and previous work and learning experiences are added to the usual personal data. When students come to register, talk about any special arrangements that they may need. (Students may disclose that they have a known *learning disability*, which can help to inform the teaching strategies that a facilitator might use.)

Class guideline sheets or **handbooks** can be given at registration, to read before starting classes. Information on holidays; attendance, cancellation, or harassment policies; classroom times; supplies; testing, re-writes, or marking procedures; phone numbers; available student supports (childcare, tutoring, counselling, transportation); site parking; washroom/ kitchen facilities; and other relevant data should be covered. Students can be encouraged to call or meet with the facilitator if they have questions on these handouts.

Treat students as adults. Support them as individuals and show respect. They won't ask questions or participate in learning if they're afraid of being put down or ridiculed. Many CASP facilitators I met with identified the importance of good **relationship-building**. "If there is no positive relationship, there is no learning" (Cheryl Brown e-mail). We should avoid pressure words like *must, have to,* and *should*, opting instead for the word *need*. Facilitators should be friendly, using **connecting behaviours** (like respecting, listening, trusting, supporting, encouraging, accepting, and always negotiating disagreements) and avoiding **disconnecting behaviours** (like criticizing, nagging, blaming, bribing, threatening, complaining, and punishing). It's hard work and takes lots of practice. The most practical thing to do is role-play (Cheryl Brown e-mail).

Communication should be in a relaxed, patient, and pleasant manner. You speak to your learners, with and *without* words. Be aware of body language, facial expressions, and mannerisms. Avoid statements that put them on the defensive. Teacher-learner **interaction** must be emphasized more than searching for the "best" methods or materials (Malicky & Norman, 81). There should be a continuous conversation on the expectations each has of the other. Teachers must portray that "what's being learned couldn't possibly be considered a waste of time or unrelated to the lives and values of the learners" (Wlodkowski, 1)

Reinforcement encourages continued improvement if it's accompanied with clear explanations of progress. Students are motivated if praise is abundant in continued feedback. If an instructor follows the principle that trainer expectancy is the most important factor in determining learner success or failure, s/he must believe that all learners can learn and reach goals, and back it up with language like, "I know you can do that with some practice," or "I think you can reach your goal; let's break it down into small steps." (Cheryl Brown, Saint John Family Literacy).

Establishing a **friendly**, open **atmosphere** sets a tone for learning. In former schooling, students appreciated teachers who made demands, equating such with caring enough to make sure they were learning. People learn best under low to moderate stress. High stress may become a barrier to learning. Teachers showing compassion, flexibility, tolerance, and a positive outlook were favourites. In a best scenario, the instructor will become more of a facilitator and co-learner. Students seem to work well with instructors who are passionate themselves about learning.

Motivation might come from competency needs for self, home, or workplace skills. Sharp facilitators stay posted on annual award nomination deadlines and encourage students to enroll. Motivational posters in class provide encouragement, with quotes like Eleanor Roosevelt's, *"No-one can make you feel inferior without your consent"* (Bathurst CASP) or Miquel de Cervantes', *"Life is a coin. We can spend it any way we want. But we only get to spend it once"* (The Saint John Learning Exchange BEST Program). Understand why the students have come and what might keep them from learning. "The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers" (http://honolulu.hawaii.edu/intranet/committes/FacDevCom/guidebk)

Teacher-student ratios may vary. CASP facilitators felt that the maximum group size they could handle comfortably would be 8 to 10 learners. This number should be decreased if there are adults with low-level skills, learning disabilities, and special physical needs.

Make sure that the learning environment is physically comfortable. **Plan frequent breaks** even if they're only short "stretch" breaks. Lectures require a break every 45-60 minutes, but more interactivity will need breaks every 60-90 minutes. (http://honolulu.hawaii.edu/intranet/committes/FacDevCom/guidebk)

Learner assessment can be sensitive with low-level students. We can't be hasty in making snap judgments on abilities. Modify the way we speak with them. Without talking down to students, we may need to change the speed/pitch of our voice, leave more 'dead air' space for time to process, soften our voice if they seem nervous, and try to have a chat more than an interview. (Pat Hatt, http://gear.torque.net/~bpd/dev/snap/assess.htm , 1).

Student evaluations are expected to show continuous learner progress. Emphasize the learning *process* over product in group projects and activities. Use more than just written tests (e.g. verbal participation and non-verbal observations) and offer students the choice of in-class or post-class meetings to conduct evaluations and decide on the frequency required. Some students may prefer to do group work, student portfolios, lab reports, special projects, and subject folders. Portfolio assessment can be a strategy to help adult students become self-directed learners.

Context-specific curriculums are the most effective (e.g., prison literacy programs offering resources to deal with violence, human rights, abuse, and addictions.) Material outside the context of students' experiences and knowledge becomes meaningless. Having information on community topics of interest is good for target populations. A *prison literacy program*, at Westmorland Institute in Dorchester NB, runs an audio-tape lending library for schools, using at-risk inmates to read children's books. Though conflicting with *adult*-relevant reading recommendations, the program is having great success. (Visit website at: www.turninganewpage.com).

An individualized curriculum focusses on a student's own needs. Adult students want relevant, practical learning that applies to work or life concerns and experiences. Many CASP facilitators opt for this self-paced method, though a small selection of available resources can limit variety. A curriculum of choice using the students' prior values, backgrounds, interests, and experiences gets them involved. Building a learning curriculum should be an experience shared with the student. Determining his/her short and long-term goals and the ways to reach them can help to develop a sense of progress. Facilitators can participate in whatever students are doing. (For example, if they are doing journal-writing, so should we!)

The Multicultural Association tutors many ESL students using the popular workbook resources, published in 1999 by Prentice Hall, called *Side by Side*. Peer **tutoring** provides an economical, interactive classroom resource. In general, hearing, saying, seeing, and doing better helps students to remember than just reading and listening. For ESL students, it is real experience, simulation, role-play, and workshop exercises that involve speaking and writing that will bring the best retention of learning materials (Homolka, 1).

Collaborative (or cooperative) **learning** has its advantages. Working in small groups, students can help one another to master the material, while developing better attitudes and reasoning skills. Students can adopt cooperative citizenship and leadership skills. Groups work well for ESL classes, case studies, research projects, and interactive computer assignments.

Program evaluations show accountability through outcome measurements and provide a sense of closure. They allow service quality monitoring on a regular basis. The information gathered is critical for planning, policy development, resource allocation, incidents review, program service development, and student follow-up.

Evaluation methods may vary. Student satisfaction surveys, focus group discussions, termination interviews, achievement checklists, and mail-out learner questionnaires are some of the choices used. Several CASP programs have a "wall of fame" display of GED diploma copies earned by students who attended classes.

For further study: Information on promotional resources for family literacy programs is available from ABC Canada at: http://www.abc-canada.org/fld-jaf/ A *Collection of Policy and Procedure Templates* prepared by Literacy Link South Central is available at: http://www.nald.ca/CLR/template/cover.htm It might help you to write clear guidelines for literacy programs.

The Texas Center for Adult Literacy & Learning has a wonderful online resource called *The Adult Basic Education Teacher's Toolkit* that can be printed off in sections from its site at: http://www-tcall.tamu.edu/toolkit/CONTENTS.htm The handbook, *Adult Learning Materials Development at Community Level* can be searched and downloaded in *pdf* from http://unesdoc.unesco.org/ulis/index.html

Learning Styles - accommodating, understanding, teaching

Lifelong learning, the policy being adopted by industrialized nations, is conditional on an adult's readiness to learn, based upon family, job requirements, and self-esteem. A range of styles and activities in your teaching will increase your chance to help more students. Adult learners expect effective instructors to be knowledgeable, to show concern for student learning, to present material clearly, to motivate, be enthusiastic, and to emphasize the relevance of class material. A teacher must match a student's degree of choice with his/her level of development. Always provide for the possibility of a student needing to unlearn old habits. Adult learners may have preferences for the classroom environment, instructional mode, learning relevance and responsibilities, goals and strategies.

No two people learn the exact same way. Ways of perceiving, processing, and retaining information is based on culture, experience, and personal development. Though people adopt preferred, most-comfortable modes, it doesn't mean they can't function in others. A flexibility to move easily from one to another can be an advantage. Different styles of learning require different styles of teaching. Lessons with "something for everyone" challenge teachers and students to adapt to less-comfortable but equally valuable modes. **Inclusive teaching** strategies are found at: http://depts.washington.edu/cidrweb/inclusive/diversify.html

Adults may be **visual**, **auditory**, or **kinesthetic** (hands-on) learners. Knowing how one learns best can help to inform a teaching/learning approach. Use a variety of strategies, focussing more on *process* and less on the *content*, to accommodate individual needs for style, time, and pace. Check out www.berghuis.co.nz/abiator/lsi/ Your *teaching* style may be a natural reflection of your own *learning* style. Identifying learning styles can help reduce frustration and can be done by:
♦ asking students how they prefer to do things, and how they think that they learn best
♦ observing the methods and approaches that motivate him/her
♦ using learning styles inventories (available online. Lisa Kinney, recommends a website on learning styles at: www.vark-learn.com/english/index.asp and one on personality, character & temperament at www.keirsey.com/ There is a styles questionnaire at: www.ncsu.edu/felder-public/ILSdir/ilsweb.html)

Learning Style	Method of Learning	Teaching Strategies
1. <u>Visual Learner: (learns through seeing: EYES)</u> <u>=65% of the population</u> » pictures things in mind » follows along when others read » needs written instructions »takes many notes »closes eyes when memorizing and remembering » has trouble following lectures » have vivid imaginations » have greater recall of concepts presented visually » most work best alone, in quiet surroundings » remembers 75% of what they read or see	<u>The Reader:</u> > reading words by sight > figures out sign/symbol > looks at illustrations, pictures, and text >uses lists, outlines/notes to organize thoughts >recalls how data was set out on a page <u>The Observer:</u> > likes to actually see a process > looks around for detail > looks for colour, shape, and design (enjoys art) > quiet, rarely volunteering answers > prefers to sit at the front of a class to avoid visual obstructions > looks at speaker's face	■ time lines, collages, mobiles, models ■ diagrams, maps, handouts, posters ■ outlines, notes ■ blackboard work ■ charts & graphs ■ overheads, slides ■ video/movie/photo ■ flip-charts, flash cards, flowcharts ■ newspapers, maps ■ subject-related puzzles, games ■ sketching, painting ■ visual metaphors ■ TV, computer, Power Point ■ design & navigation games ■ bulletin boards ■ highlighters, coloured markers ■ acronyms/pictures to visualize words ■ guided imagery ■ have students create crosswords, scrapbooks, sketches, & illustrated essays

Learning Style	Method of Learning	Teaching Strategies
2. <u>Auditory Learner:</u> <u>(learns through listening:</u> <u>EARS & VOICE)</u> » likes to discuss material and read it out loud » studies, talking out loud » needs oral explanations » has trouble with written instructions, & reading maps/diagrams without explanations by someone (i.e. written stuff means little until it's heard) » remembers jingles, songs, & commercials after hearing 1-2 times » generally remembers 75% of what they hear in a lecture <u>NOTE:</u> Using the auditory mode is the *most difficult* way to learn new material	<u>The Listener:</u> > follows oral instruction and directions well > knows and understands sounds, patterns, rhyme, & vibration messages > uses rhyming words to remember names/facts > listens to tone of voice, pitch, and speed > learns by listening, then discussing material (enjoys small group talks & directed learning with discussion) > listen to tapes <u>The Talker:</u> > communicates orally > talks aloud when working on math problem > reads aloud or mumbles when reading > studies with a friend & talks about information > recites out loud several times to remember it	■ lectures, radio ■ if using blackboard say it as you write ■ re-phrase points, repetition ■ allow time for discussion ■ debate, charades ■ word games ■ clear dictations ■ vary speed, volume, pitch of voice ■ reading text aloud ■ tape recorder, TV ■ book/tape sets ■ story-telling ■ oral presentations ■ use music, song, humour, poetry ■ do music critique ■ song composition ■ counselling, role-play, drama ■ oral reports, tests, feedback, and instructions ■ show-and-tell/ current events ■ peer tutoring ■ do interviews, oral questionnaires, & surveys

Learning Style	Method of Learning	Teaching Strategies
3. <u>Kinesthetic Tactual Learner</u>: (Hands-On: <u>learns by moving, doing, & touching</u>: <u>BODY MOVEMENT & TOUCH</u>) » has to do it, to know it » gestures when speaking » prefers activity-based learning » studies by writing over and over » restless in class; hard to sit still for long »hard to hold attention in reading, unless story is full of action (easily distracted) » has trouble following & remembering spoken instructions (poor listeners) » like to talk through a problem & often repeat words to learn them	<u>The Toucher:</u> > likes to interact directly with material (handles, touches, & feels texture of things) > learns best when they can do something > may use fingers to count or write in the air > appreciates a hug or pat on the back <u>The Doer:</u> > always moving and doing; getting up/moving about > high-energy spent in sports, active games, & building things > likes to move with music > shows feelings more with body language > likes to practice and experiment, set up equipment, materials & demonstrations	■ try to use concrete materials ■ blackboard, felt board activities ■ field trips, surveys ■ nature walks ■ historic tours ■ crafts, art, posters ■ skits, role plays ■ mime, simulations ■ physical activity (games, exercises, dancing, sports) ■ building models & replica projects ■ use computers, calculators, typewriters, recorders, multimedia tools ■ real or simulated work experience ■ experiment/demo ■ frequent breaks ■ scrap-booking ■ workbooks

(Adapted from www.nwt.literacy.ca/adultlit/knowlrnr/three.htm & Huff, 51-53)

"If a student does not learn the way we teach him, we must teach him the way he learns" (Dunn & Dunn). Adding alternative activities (e.g. writing poetry) is important. Organizing a class around a model of multiple learning styles works well. **Project-based learning**, when connected to community-service ventures, brings different learning preferences together in a cooperative effort.

Kolb's (1975-1983)*experiential learning model* shows learning as a continuum cycle through time, running through four dimensions, where people come to prefer, and rely upon, one style above others. Everybody is *active* sometimes and *reflective* sometimes. Your preference for one category or the other may be in degrees from strong to mild. A balance of the two is desirable.

❏ Active learners enjoy discussions, problem-solving activities, and study groups.
❏ Reflective learners need to stop periodically as they read, to review, write notes, and think of questions or applications.

The chart below gives details on the style elements and suggestions for teaching to each of them:

Learning Style	Teaching Methods
1. Concrete Experience: being involved in a new experience (random/sequential order of reality)	▸ labs, field work, observations ▸ use examples, trigger films ▸ simulations, games, text reading
2. Reflective Observation: watching others or developing observations about own experience	▸ logs, journals ▸ brainstorming, discussion ▸ thought & rhetorical questions
3. Abstract Conceptualization: creating theories to explain observations (intellect & logic)	▸ lectures, papers, and analogies ▸ model-building ▸ projects
4. Active Experimentation: using theories to solve problems, make decisions	▸ simulations, case studies, labs, and homework ▸ fieldwork, projects

Students may learn better and more quickly if the teaching method used matches their learning style preferences. A Learning Styles Inventory (1976) was derived from Kolb's cycle, naming the styles as: **accommodators**, **assimilators**, **convergers**,and **divergers**. Each has its own mode of *perceiving* or *processing* information. Brief descriptions are given on the next two pages:

Assimilators (Abstract conceptualization/Reflective observer) are moved to answer the question, "**What** is there to know?" Liking accurate, organized delivery of information, they tend to respect the knowledge of the expert. They aren't that comfortable randomly exploring a system and like to get the 'right' answer to the problem. They are concise and logical. Abstract ideas and concepts are more important to them than people issues. Practicality is less important than a good logical explanation.

Instructional methods that suit Assimilators include:

- lecture method (or video/audio presentation)--followed by a demonstration
- exploration of a subject in a lab, following a prepared tutorial (which they will probably stick to quite closely) and for which answers should be provided

To be effective, instructors should function as an expert. They will carefully follow prepared exercises, provided a resource person is clearly available and able to answer questions.

Accommodators (Concrete experience/Active experimenter) prefer to be active participants in their learning, as "hands-on learners." They're motivated by the question, "**What if?**" They look for significance in learning experiences and consider what they can do, as well as what others have done previously. These learners tend to rely on intuition rather than logic and enjoy applying their learning in real life situations. They are good with complexity and are able to see relationships among aspects of a system.

A variety of methods are suitable for this learning style, but anything that encourages independent discovery is probably the most desirable.

Instructors should stay out of the way, to allow students to discover things for themselves. Expect devil's advocate type questions, "What if?" and "Why not?"

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Convergers (abstract conceptualization/active experimenter) are motivated to discover the relevancy or **"how"** of a situation. They like solving problems and finding practical solutions and uses for learning. They shy away from social and interpersonal issues and prefer technical tasks.

Instructional methods that suit Convergers include:

- above all, the instruction should be interactive, not passive. Instructor should function as *coach*, having them learn by trial-and-error in an environment that allows them to fail safely.
- computer-assisted instruction is a possibility
- problem sets or workbooks can be provided for students to explore, but guided practice and feedback should be provided

Divergers (concrete/reflexive learners) are motivated to discover the relevancy or **"why"** of a situation. They like to look at things from many points of view and would rather watch than take action. They prefer to have information presented to them in a detailed, systematic, reasoned manner; they like to gather information and create many categories for things. They like using their imagination in problem-solving. They're very sensitive to feelings when learning.

Instructional methods that suit Divergers include:

- lecture method--focusing on specifics such as the strengths, weaknesses and uses of a system
- hands-on exploration of a system

The instructor would be best to act as a **motivator**, mingling with the students, answering questions and making suggestions. Ready reference guides provide handy, organized summaries for this kind of learner. Flexibility and the ability to think on your feet are assets when working with Divergers.

[Taken from http://cyg.net/~jblackmo/diglib/styl-a.html adaptation from Litzinger and Osif (1992, 78-79).]

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To reach all types of learners, explain the relevance of each new topic, present basic information and methods, give opportunities for practice in them, and encourage exploration of applications. Perhaps the most serious undesirable effect is labeling students to a *fixed* style and believing that they cannot learn outside that style.

Teachers shouldn't become so committed to a particular set of learning style categories that they miss individual differences and changes over time... Remember that what are called *learning styles* are preferences and habits of learning that have been learned, and that everyone is capable of going beyond the particular *style* preferred at the time. (McKeachie, 2).

Students who think they have a certain style that can't be changed may give up when being taught by a method that doesn't match it. Regardless of personal learning styles, students can learn strategies that enable them to be effective when taught by methods that aren't compatible with their preferences.

The **Myers-Briggs Type Indicator (MBTI)** is an assessment tool that classifies people according to Carl Jung's psychological type theory. In it, 16 different learning style types can be derived from the following preferences:

- ▸ *Extroverts* try things out, focusing on the outer world of people, while *introverts* think things through, focusing on the inner world of ideas.
- ▸ *Sensors* are practical, detail-oriented, focusing on facts and traditional procedures, while *intuitors* are imaginative, concept-oriented, focusing on meanings, innovation, possibilities, and discovering relationships.
- ▸ *Thinkers* are skeptical, and tend to make decisions based on logic and rules, while *feelers* are appreciative and tend to make decisions based on personal and humanistic considerations.
- ▸ *Judgers* set and follow agendas and seek closure even with incomplete data, while *perceivers* adapt to changing circumstances and resist closure to obtain more data.

(Taken from www.ncsu.edu/felder-public/Papers/LS-Prism.htm and www.ncsu.edu/felder-public/ILSdir/styles.htm)

Meeting early with special needs students allows a facilitator to explain the program and ask what modifications may be necessary (Davis, 31). A compassionate approach to teaching is even more essential with such students. Literacy for Independent Living (LIL) has a website at: http://www.cailc.ca/lil with valuable data on learning disabilities.

Note: Knowing how to recognize learning disabilities (LD) and disorders in adults is important for instructors. "Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering, or learning" (Learning Disabilities Association of Canada, handout). Formal diagnosis can be costly and time-consuming. If you have learners who read numbers or letters/words backwards, have trouble telling time, confuse part–whole math concepts, have difficulty remembering math facts, formulas, or rules, or have difficulty keeping score in a game, they may be learning disabled (LINCS website).

Teaching Strategies and Modifications for the Learning Disabled Math Student

• Avoid memory overload by assigning manageable amounts of practice work as skills are learned.

• Build retention by providing review within a day or two of the initial learning of difficult skills.

• Reduce interference between concepts or applications (of rules and strategies) by separating practice opportunities until the discriminations between them are learned.

• Teach easier knowledge and skills before difficult ones.

• Ensure that skills to be practiced can be completed independently with high levels of success.

• Help students to visualize math problems by drawing.

• Give extra time to process any visual information in a picture, chart, or graph.

• Use visual and auditory examples.

• Use real-life situations that make problems functional and applicable to everyday life.

• Do math problems on graph paper to keep the numbers in line.

• Use uncluttered worksheets to avoid too much visual information.

• Use rhythm or music to help students memorize.

• Use plenty of practice in small doses.

• Use interactive and intensive practice with age- appropriate games as motivational materials.

• Have students track their progress; which facts they have mastered and which remain to be learned.

• Challenge critical thinking about real problems with problem-solving.

• Use manipulatives and technology such as tape recorders or calculators.

Note: While these are designed with the LD-math student in mind, many of them are applicable to all learners. Source:Garnett et al,1983, taken from website @ http://gseweb.harvard.edu/%7Encsall/fob/2000/kenyon.html

See **Appendix B** for LD background, best practices, assistive devices, and teaching tools. (Check out Pat Hatt's guide of best practices for assessment at: http://gear.torque.net/%7Ebpd/dev/snap/index.htm). Because teaching adults with learning disabilities is a common theme for teachers, a full chapter is being devoted to the topic elsewhere in the toolkit.

Recommended reading:
1. Jerold Apps (1996) wrote "*Teaching from the Heart,"* a journey into developing teaching approaches to reach the whole person (i.e. spiritual, biological, intellectual, and emotional dimensions).
2. Patricia Cranton (2001) focusses on teacher development through knowing one's authentic self, values, and preferences in *"Becoming an Authentic Teacher in Higher Education."* It is applicable for anyone in a teaching realm.
3. Mary Hohensee (1999-2000) wrote *"Strategies to Encourage Volunteer Tutors to Utilize AIM to Improve Instruction"* which is available online at: www.learningfrompractice.org/paarn/paarnpdf/strattoenc.pdf
4. R. Soifer et al. (1990) wrote "*The Complete Theory to Practice Handbook of Adult Literacy: Curriculum Design and Teaching Approaches*" containing practical information based on whole language theory. It includes lesson formats and plans, ideas for materials, and suggestions for integrating computer activities into adult literacy programs.

For further study: ALE (Adult Literacy Educator) courses are available via distance education from Conestoga College in partnership with Project READ Literacy Network. Check out http://home.golden.net/~projread/ or www.conestogac.on.ca Check out http://www2.merlin.mb.ca/~alce/Section%203.6htm for more information on learning styles. An excellent summary is at: http://www.teachingenglish.org.uk/think/methodology/learning_style.shtml

Classroom Resources

Environment is critical to success. A positive one will set the stage for learning. Facilitators can control how the classroom space is set up, how they dress, and how they conduct themselves. Students might face each other around a table. Facilitators should sit with their learners instead of behind a desk.

Coffee/tea and washrooms should be accessible. Temperatures can be controlled and class schedules can start and end on time, yet be flexible enough to accommodate adult responsibilities. Facilitators can dress similar to students (Cheryl Brown e-mail). Flip charts and chalkboards can be useful tools to facilitate instruction periods. Opening a new session with a brief summary from previous ones can help to refresh the day's topics.

Many Anglophone CASP facilitators, whom I visited, mentioned a need for an adequate supply of classroom resources. Up-to-date world maps and atlases would be helpful. Some CASPs had only one copy of certain texts/workbooks which made it hard for releasing it into the care of a student. (Loss of books was a real concern for a number of programs.) Some felt that a standard curriculum might provide more consistency and that print materials for students should use plain language. Kay Curtis, Literacy Coordinator for NBCC-Woodstock, stated that new Math packets had already been distributed to literacy programs in her region, but the English *"The Next Step"* was still a work-in-progress. Several CASP classrooms use the *Power English 1-9* language skills workbooks.

When facilitating a class session, there are times when questions of interest are raised that cannot be answered in the moment. Debbie McInnis shared a practice that she borrowed in her community college classrooms. She creates a

'parking lot space' on the chalkboard for things that the instructor or students wants to come back to, to talk about later (usually after doing some research or reflection).

Making informed choices about materials to use may come through practice and peer recommendations. Books should contain meaningful information related to a student's work or personal life. Facilitators and tutors find that Laubach Literacy's *New Readers Press* publications are valuable (but costly) for lower reading levels, though written from an American perspective. The hands-on Science series is being used by some CASPs. It includes 3 booklets entitled, *Earth Below & Sky Above, Life Science,* and *Matter & Energy.* The four-level *Breakthrough to Math* mathematics series is a popular choice because of its small unit workbooks with simplified instruction that complements an individualized one-on-one learning method. A new release (2003) is a graduated 8-level Reading comprehension series entitled *Reading Wise: Comprehension Strategies That Work*. It uses a variety of texts drawn from daily life and contains interesting readings. Simple tips and strategies are given for completing the exercises.

There are many educational websites available. Check out NALD's Networks publication at http://www.bdaa.ca/NALDNEWS for a list of resources for learners as well as web-sites worth remembering.

For programs that provide services to seniors, there is a great four-module series called *$$Savvy Seniors: Financial Wellness in Retirement* for purchase ($5 each or $15/set plus postage) from the Third Age Centre at St. Thomas University in Fredericton. E-mail 3rdage@stu.ca or call (506) 452-0526 for these booklets:

Module 1- Budgeting: Living in Style (spending plan worksheet, tips & terms...)
Module 2- Insurance: Protecting Yourself (for life, health, home, & travel...)
Module 3- Wills: Leaving Your Money Wisely (estate planning, probate, etc...)
Module 4- Frauds: Stop That Thief! (Telemarketing, scams, & investments...)

The BEST program coordinator uses and recommends the guide, *30 Ways to Shine as a New Employee*, by Denise Bissonnette (1999), for workplace preparation.

For further study: For adult literacy links and resources, go to the Nebraska Institute for the Study of Adult Literacy website at http://literacy.kent.edu/~nebraska/adlit.htm or the Adult Literacy Resource Institute at http://alri.org NALD's provincial website at www.nald.ca/nald-nb/english/nald-nb.htm is a vast experience-based resource centre for literacy research and events. Classroom materials are at: www.nald.ca/CLR/class.htm

Computer-Assisted Learning

Professional development is always a factor in organizational effectiveness. Several CASP facilitators identified themselves as still being functionally illiterate in connection with computer technology. Expecting teachers, who lack computer skills, to offer basic computer literacy instruction to learners doesn't make sense. Supplying computers, e-mail, and Internet access for adult literacy classrooms is pointless without proper staff training and technical assistance to guide such usage. I created a Basic Computer Literacy manual for a 10-week training program, found at: www.nald.ca/nald-nb/english/innosucc/facilit/Computer/Title.htm
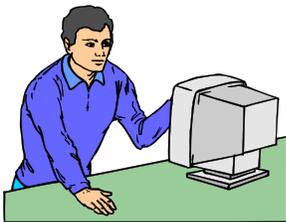
Computer-based education is growing in popularity for literacy instruction, from basic levels to GED preparation and ESL. Literacy programs need to prepare adult learners in the appropriate use of computer technology. Computer-based programs are offered under the PLATO model (distributed by TRO Learning Inc. in Edina, MN). In the *Pathfinder* program, a host of pretests, exercises, and post tests are done on the computer. Teachers serve as learning consultants and technical assistants.

Many have trouble finding appropriate software programs for adults. April Kennedy told me that her program recently completed a project with NALD-NB, testing out various software. Watch for an upcoming report, to be released on the NALD website, listing 67 software programs approved for use with adults in literacy programs.(Go to: www.nald.ca/shouse) Even programs that aren't on the list might contain elements of *embedded literacy*, where the student may be required to read, sort, and calculate (e.g. sewing and car-designing software, etc...)

Using the Internet is a valuable resource that can seem to be overwhelming at first. Starting small in the classroom helps learners to gain confidence and to appreciate the wealth of information available. Though individual exploration is a wonderful learning method, intense one-on-one may be necessary when introducing e-mail technology to learners with low literacy skills. A practical intake assessment tool launched on CABS Online, by Literacy Link Eastern Ontario, has 79 interactive assessment activities in five basic skill levels at: www.lleo.ca/col/cabs_online.cfm

An adult literacy provider uses a Computer Skills Assessment Instrument that was originally designed by the Texas Center for Adult Literacy and Learning (TCALL). It is a self-assessment student checklist for skills needed to use a computer, from starting it up to sending an e-mail attachment. The list can be used as a planning tool, goal sheet, and lesson plan. The form (see Appendix C) can be adapted and expanded to fit individual program needs. TCALL's Computing Skills Toolbox is a valuable resource at: http://www-tcall.tamu.edu/toolkit/ch07.htm

The Neil Squire Foundation offers its physically-disabled adult students educational software like *Speech Assisted Reading And Writing* (SARAW) and *Speech Assisted Math* (SAM) to learn basic math skills and GED-preparation. SARAW won the Governor General's Flight for Freedom award for excellence in the field of adult literacy. Check out their website at www.neilsquire.ca (Note: SARAW has a French-language counterpart called LEA.)

Computers are effective for:
- simulating the one-on-one learning relationship
- offering a student the ability to learn at his/her own pace
- helping *some* students with concentration, comprehension, real lifeskills
- providing the stimulation to make learning fun
- adding a visual medium to support a learning module

Computers fail to:
- provide the human touch provided by a teacher (LUNA, 1-2).

For further study: Introduce the Dewey Decimal System to students. See www.thrall.org/dewey/dewlearn.htm before a library visit or http://www.sau29.k12.nh.su/library/Dewey/dewey_browse_2.html

Practical Activities and Exercises

Keeping adults with lower skills involved in programs long enough to increase their literacy skill levels adequately can be a major challenge. Developing helpful instructional activities for adult learners in the day-to-day duties of program delivery is not the easiest of tasks. It is subject to:
- ▸ the facilitator's knowledge, skills, and time
- ▸ the student's prior knowledge and specialized learning needs
- ▸ the particular content or subject matter to be learned
- ▸ the learning environment or context for the learning

Once the idea has been generated, resource-gathering occurs. Involving learners in the instructional planning process empowers them. Collaboration will bring the guidance and support essential to detailing. It also ensures that their special learning needs will be addressed in any strategies or resources to be used.

Activity-oriented Learning

Adult students learn well from experience. They might gain social and time-management skills or discover more as they reflect on themselves and things around them. Use activities designed to allow learner involvement in meaningful learning. Take any special need requirements into consideration. Structuring active learning experiences can take on a variety of forms:

■ organizing **field trips** to local/regional points of interest (historic museums, cultural events, geographic/archaeological sites, nature walks, book/author launches, etc...)
■ inviting qualified **guest speakers** on special community interest topics (government officials, healthcare providers, employers, hunters, farmers, handicraft makers, school counsellors, lawyers, & other professionals, etc...)
■ playing educational games(e.g. Scrabble, Balderdash, Wheel of Fortune, Trivial Pursuit, Jeopardy, and even Win, Lose, or Draw), acting out **role-play** simulations or charades, and participating in **community projects and** events (seniors' visitation, soup kitchen work, local fund-raisers, charitable organization events, local sports, library and school volunteers, etc...)

- introducing **hand-made projects** as a means of developing fine motor skills and as an expression of individuality (art, poems, woodworking crafts, embroidered inspirational quotes, self-made books, personal dictionaries, cutting and sewing a community patchwork quilt/clothing, poster-making etc...)
- making **audio tapes and videos** as individual or group projects on a variety of topics (literacy promotion/advocacy, favourite stories for reading, personal testimonies, group projects, etc...)
- holding **social gatherings** to celebrate individual achievements (award ceremonies, luncheons, school presentations, open houses, etc...)
- preparing students for workforce transitions through **employability training** (résumés and applications, simulated job interviews, work site tours, job-shadowing opportunities, volunteer work placements, typing/keyboarding skills, etc...)
- a scheduled **monthly bowling** game for teachers and students can allow for exercise, social interaction, fun, community involvement, and relaxation.
- daily **brain teasers, riddles, math puzzles,** and **word challenges** will provide opportunities for improvement in vocabulary and math skills, attendance, and critical thinking strategies.

<u>Community-Based Icebreakers, Introductory, and Closure Activities</u>

Warmups set the climate and help students to feel "at home" with each other. Opening activities can release tension as the group laughs together, providing a safe, relaxed, learning zone. Cohesion is built in the group by engaging everyone and encouraging experience-sharing. The teacher should begin the activity, setting a tone for the group. Good warmups are geared to interests, needs, and experiences of all and can be used any time quick energizers are needed. The facilitator must be clear about the goal. Is it to make it easy to meet others? to create a reflective atmosphere? to provide high-energy release? to lead in to a new subject area? Don't be afraid to change the warmups or create new ones to suit the purpose.

<u>Personal disclosure</u> elements, in warmup activities, must allow for the comfort level of students to choose what they're willing to share. Personal information given provides a means for facilitators and students to learn more about backgrounds,

interests, needs, and relationships. Avoid discussing personal matters (yours or others) if you don't want it repeated. Ensuring acceptance of likes/differences is crucial to fostering an environment where students can be themselves, without concentrating on right or wrong answers (Nell Warren Associates Inc., *v.* & 47-48). Everyone must refrain from passing judgement on others' contributions.

Getting-acquainted icebreakers for class start-ups are best used in a circle arrangement. Each student says their name and gives a personal characteristic (or a favourite food item) that begins with the same first letter as their first name. (e.g. "My name is J̲oan and I like j̲elly more than j̲am," or "My name is J̲oan and I am j̲ovial, j̲ust, j̲olly..." More informative introductions can occur when you have each student write 3 personal facts, that others may not know about them, on index cards. (e.g. I started to learn to play a piano at the age of five...I have a pet dog named Pedro...I hate broccoli.) Gather the cards, then re-distribute. Students will have to guess who the person is for the card they have, individually or as a group.

One fun variation is to have the *facilitator* write 3 facts on an index card as well, with only 2 of the statements being true. (e.g. My favourite book is "Gone with the Wind." My zodiac sign is Aquarius. I love to play Scrabble.) Students ask 3 supporting questions to help them find the "lie" before voting on their 'false' choice.
Another option is to have a circle of students complete these 3 statements:

My name is _____.
The reason I'm here is_____.
Five years from now, I _____.

Alternatively, you can handout questionnaires that students fill out individually, in preparation for sharing in the larger group. Questions should be casual in nature: names/nicknames, birthplace, reasons/expectations for class, leisure-time hobbies, favourite cartoon character or TV show, etc...

CASP facilitator, Sandra Doucette, recommends a variation of Treasure Hunt, wherein students are given a list of interesting qualities to discover about others in the class, in a 15-20 minute time period. (Note: A prize might be given to the person who finds the most on the list, or discovers the most interesting *unlisted* fact about someone.)

<u>Treasure Hunt Game Sheet</u>:

Find a person who meets the description of each item. Have them sign your paper, but not more than twice.

_____1. A person whose birthday is one month before/after yours.
_____2. A person who's the oldest child in his/her family (or only child).
_____3. Someone who can touch their nose with their tongue.
_____4. Someone who's taller than you.
_____5. Someone who didn't watch TV last night.
_____6. Someone who plays a musical instrument. (which one?)
_____7. Someone who just mailed a letter/card (not e-mail) to a friend.
_____8. Someone who shares your favourite food/ TV program/ hobby.
_____9. Someone who lives in an apartment.
_____10. Someone who's wearing the same colour as you.
_____11. Someone who speaks a second language.
_____12. Someone who has a personal computer at home.

Building a sense of community is essential for bonding groups of learners together. Having students identify common concerns and themes lets this happen. A **paper quilt** activity lays the groundwork for discovery, cultural awareness, and consensus-building. Individual students are given four coloured sheets of paper labelled: Self, Family, Social Class, and Community. Each is to write four or five personally-identifying words for each category. Then, break into small groups to share their responses. As a final exercise, have them create a paper quilt by taping their papers on the wall in a pattern that they have designed. Individual groups can then explain their design to the group at large.

Another exercise to bring students together from one community, was to focus on the community as a political, social, economic, and geographical space. Using magazines or local newspapers, students work together as a group to create a **community collage** poster under each of the 4 areas (either one piece of bristol board divided into 4 sections, or 4 different poster boards). Gathering pictures and articles that are relevant to each heading can trigger interesting discussions. Students can even go on to develop lists of economic development possibilities for recreation, business/industry, health, & education in their community.

Having students **draw a picture of school** can help teachers to discover the experiences that students had in previous educational settings (Reiff, 9). Look for volunteers to share their drawings or the themes within the drawings. (Note: Only those who are comfortable with sharing them should be encouraged to do so.) Negative, disturbing images can be discussed as a group. Positive images can be built on for establishing a good learning environment for the current program. This exercise can be a launchpad for future discussions on past school experiences.

A "**walking tour**" to an area that's changed dramatically since the student was a child can be a learning activity that also proves an inexpensive family outing. The student could share with their children what the area was like when s/he was their age. (Pictures of how it once looked would be great!) This helps the child to see the parent in a whole new light, while teaching some area history. The parent student could write a composition on the outing for class and share stories with the class if s/he desires (Fitzpatrick & Travers, workshop handout).

Alternatively, a **general discussion on a certain topic** (e.g. education, math, literacy, learning, reading, writing, etc...) can be held. Let them know that you would like all to participate and that the classroom discussions will be a "safe place" for testing and reacting to new ideas and perspectives. Warmups can bring difficult topics into the open and pick up lagging discussion. (Facilitators can participate but shouldn't monopolize the discussion or give an impression of being the expert). Students are asked to write one word on an index card (maximum of 3 cards per student) that describes their view on the topic. Give them ample time to reflect upon the topic and to prepare for the group exchange. Cards are gathered, drawn at random, and discussion revolves around the anonymous "word descriptor." This will set the stage for future discussions, that might prove insightful in an exchange of ideas and information. Students can become comfortable with sharing their opinions in non-judgmental learning arenas. Though most discussions become spontaneous and unpredictable, careful planning can guide the process and ensure time for wrap-up. Be sure to shift activities when interest and participation slackens (Davis, 63).

Some CASP facilitators lay aside time each week for game activities that enhance concepts in spelling, math, or general knowledge. It could be the last period of a day or end of the week. Students who'd rather work on a subject, they feel

needs improving, are allowed to do so. The NWT Literacy Council has a "How to Kit" for literacy games at: www.nwt.literacy.ca/famlit/howtokit/games/games.pdf with games of Bingo, Scrabble, Paper Bag Skits, Food for Thought, Scattergories, etc...

Chipman's CASP enjoys doing **Quiz Grids**, like this sample created by Jane Wasson:

CANADA	MATH	BITS	SPELL IT	GRAMMAR
1. How many provinces?	10. 80 + 70= ?	19. Mayor of Chipman?	28	37. person, place, or thing
2. Name the capital.	11. Reduce 12/48	20. Eleventh month?	29	38. ends a sentence
3. Who is the PM?	12. 121÷ 11=?	21. Remembrance Day?	30	39. action word ?
4. Canadian NHL Teams?	13. 114+ 72- 10= ?	22. Winter starts when?	31	40. subject & verb
5. ruling party?	14. 25 × 25= ?	23. *dvd* stands for?	32	41. for, to, in, from, with
6. West coast province?	15. $\sqrt{625}$	24. County Chipman is in?	33	42. red, yellow, blue?
7. East coast province?	16. ½ of 700=?	25. Distance to Minto?	34	43. group of sentences?
8. bilingual province?	17. 3/14 + 7/14 =	26. Premier of NB?	35	44. the, an, a
9. animal mascot?	18. 14, 21, 28, __ , 42, 49	27. Colours in rainbow?	36	45. to, too, two?

      Story-creations can stimulate imagination to get students to think "outside of the box." The class is seated in a circle. The facilitator begins the story, talks for about a minute (a timer can be used), and finishes at a "cliff-hanging" moment.

The next student continues and stops at another critical moment, proceeding around the group with equal time allowances. Subjects can be random or chosen for specific needs of the class (Nell Warren Associates Inc., 37). Discussion about the details and the ending can follow. This can be a wonderful brainstorming activity as a pre-exercise for an individual writing opportunity.

Closing warmups can help to terminate a session and reinforce learning. They can present opportunities to thank each other or acknowledge contributions and accomplishments. They can provide a bridge until they meet again and allow for some final reflection on the program events (Nell Warren Associates Inc., *vi.*).

Sharing a group gift can be an interesting closure activity. The facilitator begins with a wrapped group gift (candies, popcorn, chips) that can be shared by all. The facilitator lists a series of directions, requiring the gift to be given to someone else. The last person shares the gift with the whole class. The directions can vary, but might include: 1. Give it to someone who made you laugh
2. Give it to someone who seems fun to be with
3. Give it to someone who reminds you of someone you like
4. Give it to someone who would be easy to trust
5. Give it to someone who has something in common with you
6. Give it to someone you're glad to see here
7. Give it to someone who said something you'd find hard to say
8. Give it to someone who has a nice smile
9. Give it to someone who said something very interesting
10. Give it to someone who is a good listener
11. Give it to someone who seems to be a helpful person
12. Give it to someone who has a rich imagination
(Nell Warren Associates Inc., 43).

As the program closure dawns, ask students to do **note-writing** to each other and to you (Davis, 395). During the last day, give students a large index card on which to write their name. Each student will circulate the card around the group, so that others can write messages, comments, or compliments of your personality, progress, or participation in the class. When the circle is complete, each student should have their own encouraging card to take home and read at leisure.

Creative Writing

Many adults struggle with writing essays. *Encouraging* them to write is better received than *expecting* them to write. Students must first see themselves as capable of writing before any attitudes change. "Writing with style is simply a matter of writing honestly and with confidence about things that concern you...It's also a matter of practice, practice, practice" (Markham, International Paper Co. ad) It might happen through group reading, guided group-writing, expressive writing in response to a <u>picture prompt</u>, or by controlled composition development (i.e. specific direction given for content). Pictures can help to trigger ideas and preparation word-lists that springboard into actual story-writing. (e.g. The words *hunter, moose, rifle, tracks, forest, morning,* and *found* could be listed, then a story could be created by students individually or as a group, using all of the words.)

To help students form sentences, as a lead-in to writing, a group activity of Sentence Starters can be useful. Students are divided into two equal groups with the teacher being the host. The teacher begins a sentence (e.g. The man rowed a ...) and teams compete to <u>finish the sentence</u>. Answers should make sense and form a proper sentence. Errors can serve as opportunities for grammar reinforcement pointers. This exercise can be personalized by using sentence starters that will provide experiential answers. (e.g. The funniest thing that ever happened to me was...) As the students become skilled in adding sentence endings, vary the activity by giving them a sentence ending that they need to supply a beginning for. (e.g. ____ makes me so mad.)

Providing a writing framework can help new writers to organize their thoughts and information. This guiding framework can be as simple as time-order or cause-and-effect, or a more detailed spacing structure. The Bathurst CASP uses Houghton Mifflin's English *Sandwich Chart*, with topic & concluding essay sections being the top/bottom buns that house the inside filling (supporting details). The five-paragraph Essay and tips are at: <u>www.geocities.com/SoHo/Atrium/1437</u> Check out <u>http://204.244.141.13/writ_den/</u> for improving your English on Writing Den.

Language experience writing is a great starting point. Some topics might be:
1.   What did you do this summer/Christmas/March break?

2. What was the best thing that's ever happened to you?
3. Tell about the place where you live & a household chore you dislike.
4. Write about something that you own, that's a treasure to you.
5. Considering what you know now, what (if anything) would you have done differently in your life?
6. What is the neatest gift you ever got?
7. Tell about yourself: your characteristics, experiences, ambitions, etc...

Giving opportunities to **read writings aloud** in class may be welcomed by some and feared by others. Students should share their writings, only if they are comfortable with it. Group discussions of writing strengths/weaknesses, and grammar rules are a practice of the ALPS program in Surrey BC. Spelling and clarity issues are often opportunities for group interaction.

Using **embedded literacy** is an everyday practice of The Saint John Learning Exchange's core CASP class. Tasks to be completed have writing skills built in, for smoother practice. Moving from reading about something, to writing about it, works very well too (Reiff, 9).

Having students write out **opinion statements** on current event items is one way to develop expression of thoughts. (e.g. One topic might be, *"Should politicians take gifts or favours from businesses?"* Examples could be included to support their opinions.) Other topics might be: personal favourites, gun registration, euthanasia, drug-testing of athletes, vacation spots, divorce, homosexuality, AIDS, war, capital punishment, heroes/heroines, or equality for women.

Journal-writing generates writing topics, ideas for grammar/spelling lessons, and activities (Reiff, 11). Giving students 10-15 minutes on a daily basis establishes the habit. Those who've never formed opinions verbally, can find 'voice' by writing. Reflections on their own experiences can include a drawing in a special notebook, folder, or logbook. Dated entries are good first drafts for teaching the writing process. Ask students to choose a journal topic and write one paragraph on it. Some entries may be too personal to share. Journals aren't for correction or grading, but should be used for communicating & writing practice. (Note: If students read the teacher's journal as a model, they're helped to increase their own writing.)

Dialogue-Journaling is a communication tool that involves a back-and-forth written "conversation" between two people. It can be used with literacy or ESL students in teacher-student or student pairs. Learners write informally about a topic of study/interest/concern or a book they're reading. It's helpful for relationship-building, language development experience, and problem-solving skills.

Reading logs are reading response journals. After a student reads a story, s/he can respond to any of the following:
- ▸ writing about the character they identified with
- ▸ writing about how the story made them feel
- ▸ writing about how they might apply what they've just read about
- ▸ making predictions about what might happen next
- ▸ noting new vocabulary words used

Entries can be open-ended or directed, (e.g. what advice would you give the story character, or how the character is like me, or how would you change the story?) For **double-entry Logs**, students divide journal pages into two columns: on the left-hand one, they can write quotes or notes from their reading. In the right-hand column, they can write about their reactions and responses. (http://literacy.kent.edu/eureka/strategies/index.html Teaching Strategies page)

Learning logs are similar, except students reflect on learning experiences that they take part in. Entries are triggered by directed questions or connections they've made with their personal lives. Literacy students could be encouraged to write about daily or weekly classes, on what they've learned. Entries can be comments, questions formed in their thoughts, or emotional reactions.

Personalized letters can be a great mid-term writing activity that provides writing practice, builds self-esteem, and creates good relationships. Each person's name and mailing address are put into a basket, then each person draws a slip (not their own) and keeps the identity to themselves. Each goes through a stack of magazine pictures, looking for one that has something positive that reminds him/her of the person selected. Each student takes an hour or two to write the person a letter around the picture, sign it, put it into an envelope, stamp, address, and send it. A few days later, the group receives their personalized mail and brings it to class for sharing (Diane DeGrâce's e-mail).

This activity can have many imaginative variations:
- ► using pre-cut pictures or not
- ► gathering and using your own pictures/drawings or not
- ► using lots of stickers or not
- ► identifying the author (or not and playing a guessing game when it's shared in the group)
- ► doing it as a Valentine's letter for a student's spouse or dating interest
- ► doing it as a Christmas letter (from Santa) to a student's children, nieces/ nephews, or special neighbourhood kids (Diane DeGrâce's e-mail).

Using the newspaper in class can be the basis for various writing exercises, as each student picks an article that s/he finds interesting.
- • Students read it and write 10 questions about it, without answering them.
- • Students pick 15 words that they find hard to understand and look them up in a dictionary. Use them in sentences. Put the words in alphabetical order, then use the words to write another story.
- • Make up a word search using the vocabulary found in the story.
- • Write a good summary of the article. Answer these questions: Who was the story about? Where did it happen? What happened? When do you think this story occurred? How did it end? Was it a happy ending?
- • Write a different ending for the story or article (Fitzpatrick & Travers)
- • Write up one of the main news stories in your own style and compare it with other students and/or the professional journalist.

Personalized poems can be written using the letters in a person's name to start each line. Students can write simple one word lines that describe themselves, or longer lines of poetry that tell their life story. *Example*: Joan might write this....

<u>J</u>oyful, <u>O</u>bliging, <u>A</u>pproachable, <u>N</u>ice.

Or this..... <u>J</u>elly-belly laughing makes her quite jolly,

<u>O</u>rganizing perfection, a part of her folly,

<u>A</u>dd it all up and what does it make?

<u>N</u>eat friendliness that's not hard to take.

Note: One variation of this type of poetry is to create a group poem for your local town or region using the letters in its name. Poems can be posted on bulletin boards.

Never-ending stories can be a fun class activity. Each person writes one sentence, then passes the story to the next person. This can help to develop interesting and imaginative writing.

Student newsletters, written on a quarterly basis, give valuable information, opportunity to voice opinions, and practice for struggling writers.(e.g. The Saint John Learning Exchange students published their first issue of *The Learners' Word* in March 2003.)

Scrap-booking can be a great group or individual project. The activity could start with something simple and can grow to a include a collection of family photos and stories. A group bulletin board can display elements from this activity.

Writing-cuts is an excellent group exercise to learn editing. Students are provided with a piece of writing that is overly long. It may contain big words and run-on sentences. Students are asked to cut it until the result is the best for clarity and simplicity. Focus is placed on vocabulary, sentence structure, and word usage. Ask, "Does it sound as if it were written by a person I'd like to talk with?"

For further study: TCALL's Writing Skills Toolbox is a wealth of strategies at: http://www-tcall.tamu.edu/toolkit/ch06.htm

Language Arts

Wall teasers can be arranged to encourage the use of dictionary skills, vocabulary expansion, and to develop general knowledge. Place a list of 4 words (with one word spelled incorrectly) on a chart or board. Use words that students may not be familiar with. (e.g. pantomime, phenomenon, photosynthesis, personible). Students must find the one that's spelled wrong. (Note: Personible should be spelled personable.) Another variation is to use pictures of famous people covered with an index card, leaving only one part visible (e.g. eyes, arm, hair, etc..). Each day, a part of the index card is cut off, allowing students to guess who the person is. (Lisa Kinney, Chelmsford CASP Handout) **Punctuation** can be portrayed as road signs on sentence roads.

Rhyming Words can benefit for problem-solving, creativity, and critical thinking skills development. Linda Lewis developed an exercise from the *Brain Strain* board game, which is shared in **Appendix D**. Rhymes are an easy way to remember some spelling rules, like:

> *I* before *E*, except after *C*,
> Or when sounded as *A*, as in n<u>ei</u>ghbour and w<u>ei</u>gh.

Some programs use a spelling workbook series and weekly oral or dictation spelling quizzes to improve skills. **Word lists** can launch students into sentence-building, word-meaning exercises, or compound word-building. Writing sentence examples for **homonyms** can help students to remember the various meanings and spellings. (e.g. to, too, two <u>OR</u> they're, there, and their.)

Spelling strategies might be hard for some students to retain. A simple thing like adding word endings can prove troublesome. One literacy tutor suggested the *2-Consonant Guide* to help low-level students. Simply look at the last two letters of the word that is having an ending added, and if there are 2 consonants there, do not double a letter before adding the ending. (e.g. *Fish* has 2 consonants, so don't double before adding the ending *"ing"* to make *fishing*. However, *model* doesn't have 2 consonants, so you must double the final letter before adding the *"ing"* ending to form *modelling*.)

$100 Words is a combination English-Math game which Linda Lewis uses in her English CASP classroom. A chart assigning dollar amounts to the letters of the alphabet is the basic tool. (e.g. A=$1, B=$2, C=$3, D=$4, E=$5, F=$6, and so on....) Students are challenged to find words that add up to exactly $100. The game can be varied by allowing proper names as well. (e.g. Paulette, Taurus, Wednesday, Afghanistan...)

<u>Note:</u> Some of the words that Linda's students have already found are: *addressing, attitude, avocation, carpenter, clockwise, delivery, fountain, hospital, ornament, outset, problems, pumpkin, putter, quarry, quints, session, services, simulate, squint, stoves, straws, striding, swifter, telephone, whenever, whiskey, wizards, and writing....* See how many more you can add!

Descriptive Word Sorts can be an interesting activity. Choose a letter of the alphabet (such as "D") that adjective words are to begin with. Students are encouraged to find as many descriptive words as they can think of. When the list is created, sort them into a positive and negative classification list (Linda Lewis).

e.g. <u>"D" descriptors with negative(-) connotation</u>   <u>Same with positive(+) connotation</u>

damp	dismal	dead	delightful	dandy	dear
dreary	dark	dangerous	darling	delicious	decorative

Which word does not belong? is a variation of word sorting. In it, group lines containing 4 or 5 words are given and students must decide which word in the group doesn't fit with the rest. Always be open to other interpretation possibilities for the groupings.(e.g. <u>Halifax, Fredericton, Charlottetown, Montreal, and London</u>. The one that doesn't fit could be Montreal, if you thought the grouping was for *Canadian cities*, knowing London was in Ontario; or that the grouping was *English-speaking cities of the world* , knowing Montreal was French-speaking; or that the grouping was for *capital cities*, and Montreal didn't qualify. Others might think it was <u>London</u>, if the grouping was for Canadian cities, and they thought London was in England and didn't know that there was a London in Ontario.)

Word brainstorming exercises help students to learn alphabetical order and word classification skills from A-Z listings under various headings. For example, have students create an A-Z listing for food items, personal names, places, animals, etc... (Here is an example of NB place names: *Alma, Boiestown, Chatham, Durham, Edmundston, Fredericton, Geary, Harvey, Irishtown, Juniper, Kouchibouguac, Lorneville, Moncton, Newcastle, Oromocto, Plaster Rock, Quispamsis, Rexton, Saint John, Tantramar, Upham, Victoria Corner, Woodstock, Youngs Cove, Zealand.*)

<u>For further study:</u> There are lots of websites for word search exercises www.fwend.com/wordsearch.htm or www.puzzlemaker.com/ Picture puzzles are at: www.puzzability.com/puzzles Exercises, quizzes, cloze texts, anagrams, crosswords, and flashcards can be accessed at: [http://eleaston,com/quizzes.html#Spelling](http://eleaston.com/quizzes.html#Spelling) or students can work on interactive online anagrams, hidden quotes, and other word and math games at: www.startdl.com/

Math Activities

Math resources need to provide plain language instruction and practical examples of life applications. Students want a progressive step-by-step approach from the basics to the more complex areas. Collier Macmillan Canada's 8-book series, *Spectrum Math*, (gold, brown, red, orange, yellow, green, blue, and purple) is popular with some CASPs, because there are pretests, instructional materials, short exercises, word problems, and unit tests throughout the workbooks. Stein's *Refresher Mathematics* textbooks are used for students with higher level math skills, who may be nearer to writing the GED-Math test. Grade level **Brain** Teasers are available at: www.internet4classrooms.com/brain_teasers.htm

Songs, visual images, and charts can help students to remember key points. Linda Lewis uses the following rap-verse in geometry:

Pythagoras rule, And all that jive
For right-angled triangles, Use 3 -4 - 5
To be really keen, Use 5 - 12 - 13

The same students remember the difference between *supplementary angles* and *complementary angles* by a wall chart showing 2 photos: <u>a man who is *supple* (doing the splits)</u> that reminds that "Supplementary Angles are two angles whose sum is 180° " and <u>a woman who receives a compliment (sitting up straight in a chair)</u> which shows that "Complementary angles are two angles whose sum is 90°."

Integers can be made more relevant to learners if they think of *positive integers* being money they have and *negative integers* as being money they owe (for bills, etc..). Strategies for working with *word problems* can be posted in clear view, so students can refer to them during math practice.

<u>Word Problems:</u>   a) read the problem carefully
                                   b) list the information
                                   c) decide what must be found
                                   d) develop a plan <u>or</u> write an equation
                                   e) use the plan
                                   f) check your answer
                                   (Holly McLean, Bathurst Adult Learning Centre CASP)

Material review group sessions help students to reinforce content, practice skills, and reduce test anxieties when done in a relaxed, informal atmosphere. Open question-and-answer periods on a given topic are beneficial. Exam simulations could be tried with group discussion following the process. Algebra may be one area in math, that can be better understood when presented as a group learning activity. Students could brainstorm about key concepts or themes. (Davis, 394-5).

Jeopardy game quizzes allow facilitators to introduce math content in an interesting format. Students become the contestants, and are given an "answer", for which they must come up with a correct question, under 1 of 6 categories listed. (For example, if the category was "Multiplication" and the answer was 81, a correct question could be: "What is 9 times 9?" or "What is 3 x 27?") The emcee instructor generates "answers" of increasing difficulty within each category, that allow students to accumulate points by answering correctly. Just as in the TV version, there are daily doubles and a final jeopardy question (Davis, 394). Categories could include: Addition, Subtraction, Multiplication, Division, fractions, prime numbers, definitions, word problems, order of operations, algebra, measurement, Math in daily life, Roman numerals, Number stories, decimals, percent, geometry, Famous numbers, Business math, Math riddles, etc... Let your imagination be creative!

Scrambled words exercises can help students to remember math tools, terms, word lists, and concepts. Students will need to use the clues to help unscramble the words (Fitzpatrick & Travers).

Example:
1. racledan — It tells you the date. _calendar_
2. dlise lure — It answers math questions quickly. _slide rule_
3. scapmos — It draws a circle. _compass_
4. torpcartor — It measures a circle's degrees. _protractor_
5. erlur — It measures the length of things. _ruler_

Math students whose *visual* processing speed poses problems in classroom learning might use a ...tape recorder so they can concentrate on the lesson rather than on taking notes. They might receive large print handouts including important textbook pages or take notes in different colored pens to help differentiate concepts...Those who have trouble with short-term *memory* and *auditory* processing also may find useful a note taker or tape

recorder with a counter. It might help them to sit close to the teacher, or to use math videotapes to reinforce class work... Meeting with a tutor and tape recording important... explanations can also help.

Tactile learners benefit from the use of calculators, manipulatives such as blocks...rods, beans, or any other hands-on materials with which they can solve problems using their hands. The scratchy surface of sandpaper, which can be cut into numbers or other shapes, provides a stimulus to tactile learners. Fluid reasoning and long-term retrieval problems can be alleviated by use of a note taker, a tape recorder with tape counter, handouts, math video tapes, fact sheets or flash cards, calculators, strategy cards, color-coded problem steps and trained tutors.
(http://gseweb.harvard.edu/%7Encsall/fob/2000/kenyon.html)

Some programs schedule Math early in the day, so students are fresh when they work on this challenging subject. Others opt to ease into it later in the day or week, letting students work first, in subjects where they have greater confidence.

CONTIG is an interesting group activity The game card and rules are:

C O N T I G							
1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	44	45	48	50	54	55
60	64	66	72	75	80	90	96
100	108	120	125	144	150	180	216

<u>Rules of the CONTIG Game:</u>

1. Two to five players may play Contig (with individually-coloured markers).
2. To begin play, each player, in turn, rolls all 3 dice and determines the sum of the three numbers showing. The player with the <u>smallest</u> sum begins play. Play then progresses from left to right.
3. The first player rolls the 3 dice. S/he must use <u>one or two operations on the three numbers</u> shown on the dice. Then, s/he is allowed to cover the resulting number on the game board with a marker. When s/he finishes the turn, s/he passes the dice to the player to the right. A player may not cover a number that has been previously covered.
4. <u>To score</u>, a player must cover a number on the board which is adjacent vertically, horizontally, or diagonally to another covered number. One point is scored for each adjacent covered number.
5. When a player rolls the dice and is <u>unable to produce a number that has *not* already been covered</u>, s/he must pass the dice to the next player. If s/he incorrectly passes the dice, believing s/he has no play, *when in fact s/he does*, any of the other players may call out the mistake. The first player to call attention to the error may place his marker on the proper uncovered number. This does *not* affect the turn of the player citing the error.
6. A cumulative score is kept for each player. A player is <u>eliminated</u> from further play in a game when s/he <u>fails in 3 successive turns</u> to produce a number that can be covered. When all players have experienced 3 successive failures to produce a cover-able number, the game ends. *The player with the <u>highest cumulative score</u> wins.* (shared at a Math workshop ,during a CASP facilitators' conference).

     Math bingo is a creative, fun way to strengthen <u>multiplication skills</u>, as cards are created under the heading **TIMES**. (Midway, under the "M" is the *free* space.) The instructor says, "under the *T*... 5 times 4," and students have to cover the number '20' with a marker (Margaret Harriman).

     <u>Note:</u> A variety of cards are made up, comparable to the usual bingo variety, with number choices under each heading letter, selected from the number range listed on the caller's master sheet. One version of the sheet is shown on the next page:

T	I	M	E	S
0	6	4	2	0
4	9	10	3	5
7	14	16	15	8
8	15	27	16	12
12	20	28	18	16
16	21	30	21	24
20	22	32	24	25
24	25	35	28	30
25	27	36	40	32
30	36	42	45	35
45	40	56	54	36
48	42	63	56	42
63	44	64	72	45
72	48	66	88	49
81	56	70	96	54
90	77	80	100	72

Keeping a **math journal** can be valuable. Learners can write about their experiences with learning math and their reactions in the process. Entries could launch discussions, changes in attitudes, and new understandings when students find a 'way around' a trouble spot.(OLC, 8).

Some students, having trouble learning math, have learning disabilities. Go to pages 25-26 of this chapter. For further information, look in the chapter dealing with learning disabilities.

Memory Strategies

Retention is important if one is to benefit from learning and is affected by amounts of **repetition** and **reinforcement** practice during the learning phase. If students don't first learn it well, they'll not retain it well either. In order to retain what's been taught, students must see a meaning or purpose for the information. Can the learner associate the learning with something already known? After practice, can the student apply or adapt the new information to real-life? Learning which can be applied immediately is retained longer than that which can't. Saying the information out loud, as they write it down, can help in visualizing it. The more senses that are activated in the learning stage, the better the remembrance will be.

Adult students need to notice what helps their memories work best. Drawing a blank, panicking, and avoidance are some math anxiety manifestations. Finding strategies that enhance recall is a successful approach. Students must first decide that the content is important enough to learn. Understanding how it fits into a personal learning goal will help them to see its relevance. They'll organize it, use their physical bodies, and work with their brains to remember it (Wilson, 1). Using tape recorders, diagrams, note-marking or colour-coded notes, and flashcards can be good learning aids. Some students use a poem variation to remember important things like the number of days in a month. Example:

30 days has September, April, June, and November, All the rest have 31, February has 28 alone, Save in leap year, come 1 in 4, Giving February one day more.

30 days hath September, April, June, and November. All the rest have 31, Excepting February alone, And it has 28 days time, But in leap years, it has 29.

Pre-reading strategies and **directed thinking** activities can help to develop good memory skills. Providing an *overview* of the material sets a structure for memory focus. *Questions* can stimulate the brain to search for information.

<u>Organization</u> of information should be in ways that make sense to the learner. Using **acronyms** (short forms) to remember things is common, but it'll be more useful if the acronym is meaningful. [e.g. In Math, <u>order of operations</u> is often taught using the <u>*'BEDMAS'*</u> rule for <u>b</u>rackets, <u>e</u>xponents, <u>d</u>ivision & <u>m</u>ultiplication (in the order they occur) and <u>a</u>ddition & <u>s</u>ubtraction (in the order they occur). A simpler method devised by Linda Lewis, is *"PMS"* for <u>P</u>arentheses, <u>M</u>ultiplication (and division), and <u>S</u>ubtraction (and addition) in the order in which they occur.]

<u>Using the body</u> implies "actively learning, relaxing, creating pictures, reciting and repeating, and writing it down" (Wilson, 1). Memory is improved in relaxed, energized environments that are free from tension and allow laughter. Laubach Literacy's Way to Reading creates associations and uses pictures to identify letters of the alphabet. "Learning that is as active and physical as possible creates a more alert state and helps memory" (Wilson, 2). Drawing diagrams will help students to visualize and map information in their minds. Writing out lists of steps can help. Using colours to code study notes, or creating lists can be a helpful strategy in organizing."Yellow is a colour that is scientifically shown to stimulate memory" (Wilson, 2). Using yellow note cards and highlighters can increase memory.

<u>Working with your brain</u> involves using daylight, reducing interference of noise and interruptions, combining learning techniques, dividing material into smaller do-able chunks, choosing what not to remember, and reviewing at timely points (Wilson, 1). Being aware of your own personal attitudes is key. (e.g. If you think math is useless, you may have a memory block when learning math.) To overcome negative attitudes, one strategy is to tell the student that it's OK to hate math, but they still need to master it. Another is to link math to their interests.

<u>**Problem-Solving Group Activities**</u>

The **Baseball Team Exercise** helps students to work with others in finding a solution to a problem. Divide the group into small groups of three and give each group an information sheet copy. Each group must determine who plays what position on a baseball team. See how long it takes each group to solve the problem. Review the ways that they use the information given (Sandra Doucette, handout).

<u>Who's On first?</u>

A. Andy dislikes the catcher.

B. Ed's sister is engaged to the second baseman.

C. The centre fielder is taller than the right fielder.

D. Harry and the third baseman live in the same building.

E. Leroy and Allan each won $20 from the pitcher at pinochle.

F. Ed and the outfielders play poker during their free time.

G. The pitcher's wife is the third baseman's sister.

H. All the battery and the infield, except Allen, Harry, and Andy, are shorter than Sam.

I. Leroy, Andy, and the shortstop lost $150 at the racetrack.

J. Leroy, Harry, Sean, and the catcher took a trouncing from the second baseman at pool.

K. Sam is undergoing a divorce suit.

L. The catcher and the third baseman each have two children.

M. Ed, Leroy, Jerry, and the right fielder and centre fielder are bachelors; the others are married.

N. The shortstop, the third baseman, and Sean each won $100 betting on the fights.

O. One of the outfielders is either Mike or Andy.

P. Jerry is taller than Sean; Mike is shorter than Bill. Each of them is heavier than the third baseman.

<div style="border:1px solid black; padding:10px; text-align:center;">

<u>Solution</u>

Catcher: Allan

Pitcher: Harry

First Baseman: Leroy

Second Baseman: Jerry

Third Baseman: Andy

Shortstop: Ed

Left Field: Sam

Centre Field: Sean

Right Field: Mike

</div>

Reading Strategies

A study of ESL students in Pennsylvania indicated that the teaching of reading strategies is worthwhile, as it gives students, of lower language proficiency levels, access to text beyond their level. Hellstrom wrote, "Whether a student enjoyed reading or not had no bearing on how well he or she read"(Reiff, 8). Focus must be on more than the mechanics of reading. Reading involves word recognition (decoding) and comprehension skills that help printed text become spoken words. If a student has difficulties with spoken language, reading difficulties may also be evident. To become better readers, students must improve their listening and awareness skills of words, syllables, rhymes, sequences, alphabetic principles, and sounds.

It is important to offer 'reading passages' in the interest area of the new reader, to add incentive for the effort being put forth, as well as to fuel a faster reading pace. Books should have a message and point of view from an adult perspective. Taking time to find the student's varied interests (i.e. hunting, cooking, parenting, etc...) will make tutoring sessions flow more smoothly. Books that provide an opportunity for discussion, instruction, or reflection can be good. Encourage students to carry a book around with them, so they can read whenever free time presents itself.

There are different reasons for reading:
- for general information (e.g. a newspaper or magazine)
- for enjoyment (e.g. the comics, a fictional novel)
- for specific data (e.g. encyclopaedia, dictionary, medical book)
- for practical help (e.g. a how-to-book on sewing)
- for thoughtful study or analysis (e.g. the Bible, Science textbook)

To determine the reading difficulty level of a particular article or book, use the *one-page hand test* with the student, as a general rule of thumb. Have the student start reading (silently or orally) at the top of a random page, and to stick up a finger every time they come to a word they don't know. If they put up five fingers before reaching the end of the page, the book may be too difficult for them to read. They could choose something else to read, especially if reading for pleasure. (Note: The *Challenger* Adult Reading series is arranged by grade levels.)

Some CASPs have **silent reading** periods during the start-up of each class session, wherein students read for pleasure and vocabulary-building practice. Using community newspaper clippings, colourful magazine articles, and large-print books from the library can enhance motivation and hold interest longer. **Paired reading**, in which students read together (or with a tutor), or read alternating paragraphs, can help in setting a faster pace for reading.

There are different <u>techniques</u> to suit reading purposes. Questions listed at the end of a passage can be useful **study** guides. If there aren't any, readers can make up their own to help identify key points.

Skimming headlines, illustrations, and sub-topics can help the reader to find particular information.

Reading an article twice helps some folks to better understand it. The second read can be done more slowly to allow them to pay more attention to details. Others prefer a single reading, pausing as needed to absorb the main points, as the details aren't always given.

When **making inferences**, students need to understand that they can use the facts and evidence they *do* know, to figure out what *isn't* stated.

Readers may profit from using **phonics** (Canadian versions) or **language experience stories**. Linda Lewis helps CASP students to learn to identify **syllables** by having them place the flat back of one hand under the chin, and feeling the vibration of each syllable as the word is spoken.

An interesting discovery is that the human mind reads words as a whole, as the encoding excerpt below proves:
"Itnestrnig: Aoccdrnig to rscheearch at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the ltteers in a wrod are, the olny iprmoetnt tihng is taht the frist and lsat letteer be in the rghit pclae. The rset can be a total mses and you can sitll raed it wouthit a porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe." (Internet & e-mail, public domain).

Print-based readers can improve reading skills using cloze exercises and directed reading. Meaning-based readers might benefit from word families and word classification lists. Making word lists/charts for short and long vowel sounds can be helpful for new learners.

A reading presentation and group discussion exercise could be a daily classroom opening activity, with students taking turns to present a personal article of interest from a newspaper, magazine, or other source. The student must read the article carefully and make enough copies for all classmates. The story is read out loud, carefully and slowly. (Pronunciations and word meanings found difficult are written out and explained to the group if necessary.) The student must make up five questions about the article on an assignment sheet that is passed out after the article has been read. Read questions carefully and have everyone answer the questions– including yourself (Dianne Fitzpatrick's Learning in the Workplace Initiatives Program–Learning Can Be Fun Activity). The last questions should be worded as an opinion question that will open up discussion on the topic, with everyone giving input. Explain that opinions <u>can't</u> be wrong and that everyone has a right to their opinion, whether it is popular or not.

Classes can have a "word of the week" on the bulletin board or chalkboard. It can be a word from current events or from resource books used by the student. Pick words that the students *could use* in their daily lives, but that they probably *don't use now.* Ask students to make a sentence each day, showing they understand the meaning, and write it after the word. Students can keep the words together in a special book or section of their notebooks (Fitzpatrick & Travers).

Example: *recede* (rē • sēēd) *v. to go, move, or slope backward* [The flood waters <u>receded.</u>] [Her chin <u>recedes</u>.] *receded, receding.*
Student sentence: He is upset that his hair is <u>receding.</u> (The student probably wouldn't use the word *recede* before this, but would probably say: "He is upset that he is losing his hair" or something similar.)

A valuable Reading Skills Toolbox with reproducible worksheets is online at: http://www-tcall.tamu.edu/toolkit/ch05.htm The chart on the next page is from its section on Narrative Texts:

Response Options for Narrative Texts:

Story mapping	Make a story map following the pattern presented earlier in this text.
Rewriting	Rewrite a part of the story illustrating how you would have solved the problem.
Retelling	Retell the story to a friend or small group of friends.
Illustrating	Illustrate your favorite part of important scenes from the story. Write a sentence or two about each illustration.
Sharing	Read your favorite part to a friend or group of friends. Be ready to tell why this is your favorite part. Or read your book to students in a less advanced class than yours.
Puppetry	Use puppets to share your story with other classmates or students in another class.
Posters	Make a poster to "sell" other students in your class on reading this book. Remember to make it exciting so they will want to read it.
Other books by the author	Select another book by this author. Read and compare the two stories.
Book talk	Give a short (3-5 minutes) book talk focusing on what you feel is most exciting or interesting about your book.
Dress-up	Dress like a character from your book and act out a favorite scene for your class.
Play	Work with other students who have read the book to present a play or a readers theater presentation.
Topical study	Use the topic of your story as the basis for an informational study. (For example, if a child is reading the book *Nine-in-one Grr! Grr!* [Xiong/Spagnoli, 1989], he or she might do a study about the people of Laos.)
Mobile	Make a mobile of important characters or events in the story.
Movie	Work with others who have read the book to make a movie using a video camera. Have a movie party to share your work with others.

Science/Social Studies Activities

A **local history project booklet** can be done. The class can list a number of places and inexpensive activities that a family might participate in, for their region. Then, each student can compose a booklet after doing research on the local fish hatchery, library, museum, provincial park, coal-digging site, or tourist attraction mentioned. Information like admission costs (if any), hours of operation, background history, and such could be included. The booklets could be available as a classroom resource when looking for inexpensive family outings and can provide an incentive for a class visit.

A "**nature walk**" in the community can be enjoyed if all students are in agreement to do so. Collecting nature samples to mount on poster boards can bring enjoyable learning. Having them write about their walk when they return to class gives time for reflection, evaluation, and it can also be a discussion springboard.

"**Place word puzzles**" can be used with the names of cities, towns, villages, rivers, etc... Below is an example of "towns & villages in the Miramichi area." With some thought, you can probably come up with others. (Fitzpatrick & Travers). Atlases/maps might be used to supplement this activity.

Example: a kind of fish + a small stream = Trout Brook

1.   A loud noise + a small highway = Boom Road
2.   Small + 2,000 lbs.   = Littleton
3.   Style of a man's hat   = Derby
4.   Not old + where a king lives   = Newcastle
5.   A colour + where money is kept = Red Bank
6.   A man's name + a small village   = Douglastown
7.   Small talk + kind of meat   = Chatham
8.   Not cloudy + where roads meet = Sunny Corner
9.   Kind of fish + where you walk   = Eel Ground
10. Kind of animal + small stream   = Beaverbrook
11. A colour + French word for "city" = Blackville
12. A town without girls   = Boiestown

Reach for the Map uses wall maps of New Brunswick, Canada, or the world to teach basic geography. Create a question each day for students to investigate. (e.g. Where is Chipman? What lake stretches between Alberta and Saskatchewan? What is the capital of Bangladesh?) Books like *New Brunswick Quiz* (1994) by Calvin Coish can be used to create challenging quizzes to enhance provincial knowledge (Lisa Kinney, Chelmsford CASP Handout). Check out the LINCS hot sites for news and government web-sites. Go to: http://www.nifl.gov/lincs/hotsites/2003_mar.html

"**Create your own Country**" is a lesson plan that a teacher developed for using technology within the correctional system environment, to develop awareness of culture and diversity. It can be used for students at different ability levels, and provides practice for research, writing, drawing, technology, and creative thinking skills. Students need access to encyclopaedia books/CDs. Details of this activity can be downloaded at: www.able.state.pa.us/able/lib/able/countryplansh.pdf

<u>For further study:</u> Check out famous people on the website for well-known Canadians at: http://schwinger.harvard.edu/~terning/Canadians Information on the Legislative Assembly and MLAs of NB is at: www.gnb.ca/legis/index.asp Biology handouts can be downloaded at: www.addu.edu.ph/college/rstc/handouts/handouts_biology.html Heritage Canada's website at www.heritagecanada.org teaches about historic Canadian places and has a place for ordering a copy of the Heritage Day poster. The Virtual Museum of Canada at: http://www1.gnb.ca/0007/Culture/Heritage/VMC/default.asp has a section on NB stories and people.

<u>**Study Helps and Test-Taking Tips**</u>

Giving **handout** sheets on good study habits may be helpful for some students who have never developed them. Taking a closer look at one's habits might help in finding out where one can improve. (e.g. Taking breaks between studying different topics can help). Developing good **time management** skills and learning to prioritize assignments can go a long way toward helping students achieve the things they need and want to do. Spending more time on the subjects which need improvement is a wise plan. Students who commit themselves to a schedule, and stick to it, often reach their goals more quickly.

One CASP facilitator shared GED **study not**es prepared for her students from GED-preparation workbooks (available from LCNB upon request). Students found these study sheets helpful as they worked through the workbook exercises and as a pre-test review. Having copies of official practice exams helped instructors to better prepare higher-level students for GED test-writing sessions.

All learning-disabled students should have the benefit of accommodations in testing situations. These adjustments might include extended time; private, quiet test areas; or enlarged-type test questions. Test readers or listening to the test on audiotape can help those who have difficulty reading. Responding on the chalkboard; having the test printed on specially lined paper; color-coded math equations for those who have trouble discerning visual symbols but respond to color; using calculators; or doing the test orally are other accommodations that may be appropriate.

(http://gseweb.harvard.edu/%7Encsall/fob/2000/kenyon.html)

Group lessons on test-taking strategies could include: tips on reading instructions, time allotment, essay-writing frameworks, strategies for multiple choice and matching tests, and test-preparation pointers (Davis, 395). Students should jot down only the important facts and ideas when **taking notes**, writing them in their own words rather than the instructor's.

When **writing tests**, a brief skim over the whole exam can help the student to decide how much time to allot for each question, based on the value of the marking system. They shouldn't rush through them in panic. To boost confidence, students could begin with the questions they can answer most easily. Never guess at answers unless there is no penalty for guessing! Don't change an answer that comes to mind first, unless absolutely sure it's wrong. Use any leftover time to review what they've written and to correct any errors before handing in the test.

Deep processing involves attaching numerous associations to a piece of information, so that you'll be more likely to retrieve it later. (e.g. If you want to remember word meanings, do many of these: ①look it up in the dictionary, ② use the word in conversation, ③ write a poem or sentence using the word, ④ think of verbal puns about the word meaning, and ⑤ link the word with a visual image.

<u>For further study:</u> Grass Roots Press offers a variety of readers, workbooks, and literacy resources for teaching, doing assessment, and involving learners at: <u>www.literacyservices.com</u> Tips on improving study, note-taking, listening, and reading skills are available at: <u>www.how-to-study.com/index.htm</u> See NALD's full-text document site for the *Catalogue of Recommended Resources for Teachers of Adult Numeracy* (2000), which is filled with books, manipulables, computer software, web-sites, videos and reading references.

Summary Reflections on Best Practices in Literacy Programs

Perhaps Cheryl Brown sums it up best: "If I could choose one best practice it would be that I pay attention to three things (in other words, I believe strongly that...three things determine whether or not a learner stays in the program and learns anything): **environment, relationship, and content**" (her e-mail). These elements affect more than just the learners.

Awareness campaigns are one way to create a positive learning environment in society. Promoting adult literacy is everyone's responsibility. Many educators feel that students who can't read and write shouldn't graduate, because literacy is connected to so many issues. Some are frustrated by the delay in providing youth, who need better literacy skills, with alternative learning opportunities. When people stop seeing *grade* level as literacy measurement and start focussing on *functioning* level, we'll see the truer statistics.

All learning requires <u>time</u> and <u>energy</u>. Some instructors wish there was less needed for politics/lobbying so more could be devoted to teaching and interactive learning (e.g. computers). Adequate government funding for adult literacy, seen as an investment towards lifelong learning, could change the situation. Government commitment could begin by providing better facilities to house literacy programs. Some programs cannot even find the means to send students to the local library on a regular basis. Learners need access to transportation and childcare assistance. Urban students on assistance might receive bus passes, but it's not available to all. Parking fees are a drawback to attending daytime classes at some sites, while parking space shortages make it hard for students who are physically-disabled.

Low-level literacy students can feel alienated when they're unable to cope with daily life stresses. A relationship built on camaraderie and cooperation in the literacy field from learner, to facilitator, to coordinator, and to the partnering groups is key to ongoing success in literacy services. Building strong community partnerships is an important element in delivery effective programs. Government is problematic, as it continues to make decisions based on dollars rather than human needs. Many CASP facilitators expressed frustration with the new forms and paper chase demands that burden their schedules.

The content for literacy learning is largely due to the committed facilitators and tutors working in programs. An increase in the number of classroom materials, resource/field trip funding, referral supports, and networks for communication will vastly improve the curriculum and services available to students. Several CASP facilitators expressed a desire to be involved in ongoing curriculum development. Students need to be able to access the information they need to help them engage in meaningful daily activity. The best methods of program delivery are those that follow adult learning principles.

The hard-working contributions of literacy educators must be recognized for continued success. Better wages, benefits, working conditions, and ongoing support will ensure the retention of qualified adult instructors. More opportunities for professional development dealing with learning disabilities, learning styles, computer training, and upgrading of qualifications are needed. When literacy practitioners receive the professional recognition they deserve, they'll begin to access the benefits and supports that teachers deserve. Having university students doing teaching practicuums within an adult literacy classroom would be beneficial to all. Literacy students could gain the perspective and style of another instructor; facilitators might have a valuable right arm; and teachers-in-training could earn valid classroom experience in an ever-increasing field of education.

Adult literacy programs must move towards inclusive collaboration if they are to fully address the capacity needs of individuals and communities. Linking life experiences to adult-relevant curriculum and diverse teaching strategies will engage and empower learners. In continuing to share "best practices," we cannot help but improve the environments, relationships, and life content of our students.

Summary of the Literature Reviewed

Author & Date	Title of Literature	Descriptive Summary
Davis, Barbara Gross (1993)	<u>Tools for Teaching</u>	-practical tips & <u>strategies for teaching adults </u>(dealing with diversity, discussion, lecture, collaboration, motivation, writing, testing, instructional media, & teaching evaluations)
Office of Higher Education, Training and Adult Learning (PEI)	<u>Tough Challenges: Great Rewards- A Strategy for Adult Literacy/Education</u>	-an aggressive <u>strategy for adult literacy</u> in Prince Edward Island
Tana Reiff (Ed.) & Ellen McDevitt (Assoc.Ed.). Bureau of Adult Basic & Literacy Education (ABLE): Pennsylvania Dept. of Education (2001)	<u>Pennsylvania ABLE Staff Handbook- </u>2001 Edition.	<u>Firsthand experiences in adult basic and literacy education for what works</u> -best practices and models from the field
Texas Center for Adult Literacy & Learning (TCALL) website- published by AEPDC Consortium project sponsored by The Texas Education Agency, Division of Adult Education (1995)	<u>The Adult Basic Education Teacher's Toolkit</u> [available online at: http://www-tcall.tamu.edu/toolkit/Cover.htm	<u>ABE Teacher's Resource</u> contains introduction; questions; participatory approach model; teaching strategies; toolboxes for reading, writing, & computing skills; forms & valuable resources

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<u>3rdage@stu.ca</u> Third Age Centre at St. Thomas University in Fredericton. They sell a 4-module series called <u>$$Savvy Seniors: Financial Wellness in Retirement</u>.

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<u>http://204.244.141.13/writ_den/</u> Writing Den website for improving English.

<u>http://alri.org</u> Adult Literacy Resource Institute.

<u>http://depts.washington.edu/cidrweb/inclusive/diversify.html</u> Inclusive teaching strategies on diversifying teaching styles.

<u>http://eleaston,com/quizzes.html#Spelling</u> English exercises, quizzes, and test maker website that offers anagrams, cloze texts, crosswords, flashcards, & more.

<u>http://gear.torque.net/%7Ebpd/dev/snap/index.htm</u> Pat Hatt's (Toronto District School Board) 2002 guide to best practices in LD assessment procedures.

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http://literacy.kent.edu/~nebraska/adlit.htm Nebraska Institute for the Study of Adult Literacy site for adult literacy links and adult literacy resources.
http://literacy.kent.edu/eureka/strategies/index.html Eureka website, containing Teaching Strategies.

http://ncsall.gse.harvard.edu/ann_rev/vol2_6.html Linda Shohet's article, "Adult Learning and Literacy in Canada."

http://www.usa-people-search.com/content-famous-canadians.aspx Famous Canadians site.

http://www.nifl.gov/lincs/hotsites/2003_mar.html LINCS Hot sites for adult ed.

http://www.sau29.k12.nh.su/library/Dewey/dewey_browse_2.html A library site.

http://www-tcall.tamu.edu/toolkit/ch05.htm Reading Skills Toolbox
http://www-tcall.tamu.edu/toolkit/ch06.htm Writing Skills Toolbox
 http://www-tcall.tamu.edu/toolkit/ch07.htm Computing Skills Toolbox
(Parts of TCALL's ABE Literacy Manual and toolkit.)

http://www.teachingenglish.org.uk/think/methodology/learning_style.shtml BBC British Council's Cheron Verster's summary on learning styles.

http://www.thrall.org/dewey/dewlearn.htm Dewey Decimal System learning site.

http://www1.gnb.ca/0007/Culture/Heritage/VMC/default.asp Virtual Museum Canada website, hosting NB Stories and People.

www.abc-canada.org/fld-jaf/ ABC Canada's website–about Family Literacy promotional materials.

www.able.state.pa.us/able/lib/able/countryplansh.pdf "Create Your Own Country" Social Studies activity designed by Jessica Long.

www.addu.edu.ph/college/rstc/handouts/handouts_biology.html Biology handouts.

www.bdaa.ca/NALDNEWS NALD's NETWORKS Newsletter and archives.

www.berghuis.co.nz/abiator/lsi Learning Styles Inventory tests and data.

www.cailc.ca/lil Literacy for Independent Living's website.

www.fwend.com/wordsearch.htm Word Search site.

www.geocities.com/SoHo/Atrium/1437 The Five-Paragraph Essay website.

www.gnb.ca/legis/index.asp Legislative Assembly of NB website.

www.gpnetwork.net.au/eduseru/2-keyiss.htm Module on Adult Learning-Key Issues offering a chart on teaching strategies to match learner characteristics.

www.heritagecanada.org The Heritage Canada Foundation site with information on historic buildings and Heritage Day celebrations, including a free poster.

www.how-to-study.com/index.htm Study Skills website.

www.internet4classrooms.com/brain_teasers.htm Houghton Mifflin's site offering grade level Brain Teasers.

www.keirsey.com/ Website offering Personality type quizzes and information.

www.learningfrompractice.org/paarn/paarnpdf/strattoenc.pdf Mary Hohensee's article, "Strategies to encourage volunteer tutors to utilize AIM to improve instruction [PAARN]"

www.lleo.ca/col/cabs_online.cfm CABS (Common Assessment of Basic Skills) Online site, hosted by Literacy Link Eastern Ontario (LLEO), offers practical intake assessment activities in 5 levels for reading, writing, numeracy, and basic computer skills outcomes.

 www.literacyservices.com Grass Roots Press website for literacy resources.

www.nald.ca/CLR/class.htm NALD's alphabetical collection of Classroom Materials.

www.nald.ca/CLR/template/cover.htm PDF version of document, "A Collection of Policy and Procedure Templates" (for adult literacy service providers), prepared by Literacy Link South Central.

www.nald.ca/fulltext/chall/acknow.htm (PEI) Office of Higher Education, Training and Adult Learning's policy paper, "Tough Challenges: Great Rewards- A Strategy for Adult Literacy/Education"

www.nald.ca/nald-nb/english/innosucc/facilit/Computer/Title.htm Basic Computer Literacy Manual (1999) developed by CASP facilitator, Joan Perry.

www.nald.ca/nald-nb/english/nald-nb.htm NALD-NB home page for resources.

www.nald.ca/nbclhom.htm New Brunswick Coalition for Literacy's website, linking to Family Literacy Directory as a *pdf* file.

www.nald.ca/NETLINKS/family/family.htm NALD's website link for family literacy resources.

www.nald.ca/province/nb/ears/ Early Active Reading and Storytelling site promoting library access to books for pre-school children in The Greater Moncton area.

www.nald.ca/shouse Samaritan House Training Centre site, containing evaluations of software tested by learners in ABE classrooms.

www.ncsu.edu/felder-public/ILSdir/styles.htm Article, *Learning Styles and Strategies*, by Richard M. Felder explores MBTI types.

www.ncsu.edu/felder-public/Papers/LS-Prism.htm Article, *Matters of Style*, by Richard M. Felder talks about learning style theories.

www.neilsquire.ca Neil Squire Foundation's programs for physically-disabled adults.

www.nwt.literacy.ca/adultlit/adultlit.htm Northwest Territories Literacy Council's website detailing its "Best Practices for Community-based Adult Literacy and Basic Education Programs" project.

www.nwt.literacy.ca/adultlit/knowlrnr/three.htm NWT Literacy Council article on *Knowing Your Learners*

www.nwt.literacy.ca/famlit/howtokit/games/games.pdf How-to literacy games kit.

www.oecdpublication.gfi-nb.com OECD's paper, "Beyond Rhetoric: Adult Learning Policies and Practices."

www.puzzability.com/puzzles Puzzles website.

www.puzzlemaker.com/ Puzzle generation site for creating customized puzzles using your word lists.

 www.startdl.com/ Website for interactive anagrams, hidden quotes, and other word and math games.

www.turninganewpage.com Westmorland Institute's Turning a New Page audio-tape lending library, part of an inmate literacy program

Appendix A: ONE HUNDRED SUCCESSFUL PRACTICES OF CASP FACILITATORS (from mid-90s CASP Conference)- provided by Anne MacLennan, NBCC-Miramichi

1. Read for 15 minutes the first part of each day.
2. Add humour. Use a bulletin board with humourous cartoons and/or sayings.
3. Journal writing–give choice of two topics or personal.
4. Count journal entries to see how often learners write.
5. Put list on wall of reasons why we write.
6. Have learners choose a topic. Brainstorm as a group. Do an outline as a group. Have each learner take a part of the outline and write a paragraph. When finished, put paragraphs together. Read and revise as a group.
7. Use Boggle game to get words and have learners write using the words.
8. Use games–Balderdash, Pictionary, IQ 2000, Scrabble.
9. Read a story aloud to learners. Have learners write the story, putting in punctuation where it belongs.
10. *(LWR)* Skillbook 1.
11. Use learners' work to teach correct writing and grammar.
12. Use open-ended sentences.
13. Relate math to money.
14. When teaching metric, use actual sizes.
15. Use diagrams for word problems.
16. Breakdown on doing word problems: easy language, vocabulary.
17. Cash register tape–use as a metre. Mark off in *dm*. Mark off in *cm*. Mark off in *mm*. Then use to measure items.
18. Math for daily life–creative ideas for daily life.
19. Use mnemonics and acronyms.
20. Use cloze exercises.
21. Make a reading list–have learners write down whatever they read.
22. Talking Whiz Kid Notebook.
23. Do own files on subjects.
24. Have learners look up info. on subjects.
25. Have a different learner each day come up with a journal topic.

26. Put word problems on recipe *(index)* cards and file according to levels. Have learners choose a card and work out word problem any way they want (including getting help), as long as they get a solution.
27. Science Jeopardy–$200-$1000 questions. Have 2 teams. They can choose questions they want. Team with most money wins.
28. Kit from Revenue Canada to do income tax.
29. Have students work out budgets for scenarios.
30. Class trips (e.g. library and follow up, i.e. testing afterwards).
31. Funding reference material, book.
32. Having guest speakers attend classroom to speak on variety of topics.
33. Creating own curriculum–doing book reports, writing every day (journal)- sensory writing (use five senses to write on specific topic).
34. Design a list of formulas for math with examples (handout).
35. Topics (writing):
    -Describe oldest person you know and tell what you learned from this person.
    - Write about person who has made a difference in your life.
    -Most courageous moment.
36. Open-ended writing:
    -If I could make time stand still, I would (at this moment)...
    -I have never ... but would love to because...
    -One hundred years from now, I ...
37. Dictations–have students try to take dictations and have them correct it as a class (students correct their own work). Students must make *(proper)* use of capital letters, periods, colons, etc...Afterwards, discuss the article (perhaps something from a newspaper).
38. Spelling (reading out orally): Two lists–one basic and one intermediate.
39. Book tapes (read along).
40. Math facts (orally).
41. Bring in newspaper daily for students to read and discuss any important issues.
42. Form debates in class–have them organize debate–good opportunity to practice speaking skills and social skills.
43. Write group stories.
44. Write on class trips.
45. Make references from what you read.
46. Math Bingo.

47. Students make up own math board game.
48. Things up on the wall: "Where is Singapore? What is the capital?" "Guess Who?" (Parts of a person's face shown–students can look at them on break.) Cartoons.
49. How well do you spell?–Put up list of 4 words–one is spelled wrong–Which one?
50. Scrambled Words.
51. New Brunswick Quiz.
52. Brain Teasers.
53. Creative Journaling for new writers.
54. Looking for differences in pictures for low-level readers.
55. Grammar book- Mad Libs- party games cards.
56. Cards–I have 9, who has this number minus 5.
57. Match cards–words that are opposites.
58. Photocopy articles from Readers' Digest.
59. Metric–bring in something from your kitchen — doesn't do memory work.
60. Cloze test (don't call it a test — call it an exercise).
61. Read a song for a week (every day). At end of week white out every tenth word.
62. Common expressions used in everyday speech. Ask students to come up with 5 or 6 each. (Great for ESL). Get students to draw 2 pictures (literal and figurative meaning of it) and talk about it.
63. Order of Operations— students have a problem remembering BEDMAS, so use PMS! They never forget it: Parentheses, Multiplication/Division, Subtraction/ Addition
64. Learner Evaluations — important to help them reflect on their effort, so questionnaire asks them things like, "Do I arrive on time for class everyday?" or "Do I take work home to do?" etc...
65. Also an Animator (facilitator) Evaluation (anonymous)– They rate you...helps them feel they are responsible for their learning and have some control over the classroom. Students answer questions like, "Am I a good role model?" or "Do you feel I treat you with respect?" and "Do you feel I spend enough one-on-one time with you?" etc...
66. Learning Can be fun activities (educational games).
67. Physical Education Class— once a month, it's nice to get out...bowling or whatever. They learn how to keep score, social benefits, etc...
68. Election Activity– Collect pamphlets from students and get them to find out what area they are running in.   - Election vocabulary and terminology

-Leaders and how seats work/enumeration.	-Watch and discuss debate
-Find percent of how many voted/how many didn't	-Do a secret ballot

69. Follow up journal questions (for election)– What did you think of results? etc...

70. Class adopted girl from India and each gives $1/month. Children International sends back pictures/papers/letters, etc.. Each takes turns writing to her. Discuss her with the group/have picture of her.

71. Write on: "What Thanksgiving means to me" in students' own words.

72. Respect — important for us to respect out students in class. Learners have valuable life experiences and lives outside of class that may affect their attendance or performance in class.

73. Student Inventory– for screening students get background education, things can/can't do, things they liked/disliked about school, medical background, areas of interest, hobbies, family life, community involvement, etc...

74. "Canadiana"— using Laubach's book, *Canada our Country* for Social Studies; pre-quiz "What do you know about Canada?" (Famous people, etc..); then, focus on East Coast and go week by week through the provinces...a "living" social studies.

75. Math— Smart Math TV tapes from Fundy Cable production.

76. Writing– Students say "I don't have anything to write." Use a tape recorder to record what they have to say and then transcribe it.

77. Math–use a variety of resources [e.g. computer, flash cards, flyers, unit pricing (groceries), buying with monopoly money, etc..]

78. Keep math activities manipulative— hands-on. Use role-playing, menus, tipping (for percent).

79. Math–students make their own questions.

80. Current Events.

81. English– Use spelling section in *Asking the Right Questions*.

82. Use games for English (e.g. hangman...)

83. Use computer program, *"classword"*

84. Write about an article–newspaper or magazine.

85. Science resource books.

86. Science videos

87. Science game— Jeopardy.

88. *Writers Inc.*— a book explaining grammar which provides definitions and examples on proper speech.

89. Instructors have found library visits to be useful. Two instructors mentioned that all the students were required to get books.

90. It is very helpful to <u>ask</u> the students their opinions on different subjects and issues. Also... to ask what they are looking for in the program.

91. Use descriptive words to reveal an object. Each student takes an object out of a bag and then describes it to the class. The class then has to draw the object. Another activity is to get the students to think of the journal subjects. Drama is also a strategy used.

92. Use newspaper articles–have the learner be the facilitator and prepare material from the article. there is a handout with material provided.

93. Books–Laubach catalogue   -*Activities for Beginner Writers*
                               - *Life Skills-Help Yourself* (Reading, Writing,
                                  Manipulating, Visualizing, etc...)
                               -FYI-*Managing Stress*

94. Family Resource Expo -at Woodstock Community College
                               -violence at home
                               -people admitting to problems
                               -writing as a therapeutic method
                               -journal-writing
                               -"no-one can express it as well as you can"- reading
                               it out in class. You can put your own emphasis on
                               words.
                               -punctuation sends a message to the reader

95. Reading day once a week–choose the magazines you want.

96. Students keep a log book.

97. Collaborative Learning–building group cohesion.

98. Go see a play together. Discuss stage directions, dialogue, etc..

99. Create a class newsletter. Have it printed if possible.

100. Use guest speakers. Invite an author, poet, actor, scientist, banker, etc... whoever can contribute something to your current lesson.

Appendix A (cont'd): BEST PRACTICES–CASP CONFERENCE Oct/02
provided by Catherine Sullivan, NBCC–Saint John

Best Practices – Reading

- Newspapers, especially editorials – write letters to editor – discussion periods

- Encourage 20 min to ½ hour of reading (own choice) at home instead of working in exercise books or math books

- Instead of giving comprehension practices with a reading assignment, give the student the task of <u>designing</u> comprehension questions (and, if possible, editing, peer editing, proofreading, word processing, and producing a document with their names on it to use/distribute.) Design lessons around the project.

- Using everyday practical applications with material readily available.

- Obtain and/or produce materials related to interests and goals of student.

- Read aloud to student (book/magazine/etc.) that he brings but is above his reading level.

- Take student to join library, visit food store, etc. to read ads, brochures, etc. and find items on shelves.

- Post the Job Market Section from the Saturday Edition of the Times Transcript.

- I use a book "5 Minute Murder Mysteries" and we have to solve the mystery. The students have a photocopy of the short story.

- Daily – use the National Post or Globe and Mail and give one page to each student to read and find something interesting for the class to discuss.

- Bingo for math, spelling, parts of speech, etc.

- Have newspapers & magazines in classroom encourages the students to read.

- Have them take turns reading sentences – they will gain confidence to read out loud more.

- Class group to spell 20 words every day. I then go around the class and hear the spelling of a word from each student.

- Work outside workbooks. Use library books of interest to the learner.

- Reading – silent – daily - **DEAR** time = **D**rop **E**verything **A**nd **R**EAD: students and facilitator all stop whatever they are working on to read. Reading materials are free choice.

- During **DEAR**, vocabulary list is added to by readers from their own reading using a dictionary/thesaurus – these words then go into a crossword puzzle, group gam, etc.

- Utilize popular magazine articles to keep them reading: *Popular Mechanics, People, Readers' Digest, Field & Stream*

- I have taped a novel and students follow along by themselves (*Library rents audio books.)

Best Practices – Reading & Writing

- Longest sentence/story – add a word or a sentence to the 1st person and continue until no longer possible.

- Boggle – spell words; use in a sentence; parts of speech; works with all levels of learners playing together.

Best Practices – Writing

- Topic sentence– on a sheet of paper:
  (A) 1st Part:
    1. 1st student writes 1st sentence
    2. 2nd student reads 1st student's sentence and writes a 2nd sentence on same sheet
    3. 3rd student is only allowed to see 2nd sentence, not the topic nor 1st sentence, and he must write the 3rd sentence.

    This goes on until the last student has written a sentence. When the paragraph is read aloud, it doesn't make sense, doesn't respect the topic sentence.

    (B) 2nd Part: repeat, but all students are allowed to view topic sentence and the previous sentence. When the paragraph is read aloud, it may be funny, but it does follow through much smoother.
  1. Have students insert their own adjectives in a 'plain' sentence.

2. Long vowel or short vowel?

    3.   'cute' has a buddy – the 'e' and the buddy gives it strength.

    4.   'cut' has no buddy; it is not strong.

1. Daily – the class as a group takes part in a Spelling Bee of 20 words. I call out each word and form a sentence plus the meaning – when necessary. I then write the words – from the spelling of each student in turn, on the board.

2. Write a never-ending story. (Each learner writes a sentence and passes it on.) They write funny, crazy stories!! Facilitator rewrites story with all errors in caps, punctuation, & spelling so no one feels like others know their mistakes. Make a photo-copy of the rewrite. Ask each learner to correct the page. As a class, correct the story by writing on the board and guiding learners as they miss errors.

3. Use a picture from a magazine – simple- to write paragraphs/story/etc. (black & white is best).

4. Pictionary, which helps with spelling, vocabulary, comprehension....

5. Exercise:
1. Put every student's name & postal address in a hat.
2. On a table put a pile of pictures taken from magazines & old calendars then get students to each pick one.
3. Each student secretly picks a name & address from hat then write a letter to that student that may or may not relate to the chosen picture which they may choose to glue to the letter.
4. Address & stamp a mailing envelope and send letter in the mail with a self-addressed return envelope.
5. 3 days later, everyone receive a letter in their mail box
   *Can be done for Valentine's Day; they choose to send to their husbands, wives, kids, etc. as a surprise...

1. Ask students to bring photos or pictures that he likes and ask him to describe what he sees and why he likes it and ask him to write down his thoughts. Work together to review results and decide how the information may be presented in writing to someone who would not have the photo or picture.

2. I do 'Memory Trays'. I gather 20 things from my office and other areas and spread them out on a tray or box cover. They 'study' the items for 1 minute. I remove the tray, and they make a list of the contents from memory.

3. Read the mood of the class: if it's a beautiful day, go for a walk for 15 min and write about what you saw.

4. Ask them to shop for something they want and write about what they learned.

5. Play spelling games – six die with letters. Roll and see how many words they can spell. Play in teams so no one is on the spot.

6. Develop their writing portfolio. Include the drafts so the focus is on the process of learning and they can see where they've come.

7. Parts of speech (adjectives, nouns, adverbs): Memory game – 1st student makes up a sentence, ex. I fell in love with a beautiful...then 2nd student adds to sentence, etc. The same with nouns, verbs, etc.

8. Sentence writing as a class is good.

9. www.edhelper.com to create puzzles and other worksheets so they can practice their words: puzzles; search a word; word chop; secret code; write a story. *Site also has cool reading stuff.

10. 5 paragraph essay for GED: (1) Introduction; (2) supporting paragraph (3) supporting paragraph (4) supporting paragraph (5) conclusion (use fingers as guide)

11. To remember Coordinating Conjunctions:

F   for
A   and
N   nor
B   but
O   or
Y   yet
S   so

1. Whole class activity:
    Do a journal once a week. Give a topic or let them choose one. Brainstorm. Write for at least 15 min (teacher too). They can ask for spelling of word(s) but don't emphasize spelling or grammar. Let them write according to level of ability; lists are

ok for beginning writers. Eventually – sharing, either reading or orally, is great; if the writer is willing. Remember – "If you can talk, you can write."

2. Learning parts of speech and writing in a more descriptive way. Get art books from library. Use pictures of works of art and write about what you see. Share the compositions with the group. Discuss descriptive words; discuss other ones that could have been used. This activity gets into a lot of interesting discussion about art itself - how it related to history – exercises observation skills and <u>gets</u> people writing.

3. I use a topic box. Every time I think of a good writing topic I jot it down and throw it in the topic box.
4. Spelling: TARGET from newspaper, nine letters centre one common to all – make as many words as you can include. 1 9-letter word – no plurals – no foreign words or abbreviations.

	?	
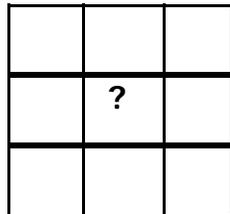
1. Lower level learners who are intimidated – (A) complete sentences:
    2.   I am...
    3.   They are...
    4.   My car is...

    (B) or give a picture, and ask them to write what they see: *I see a red car. I see a tall tree. I see a blue sky...*They have fun trying to see how much they can find in the picture.

Best Practices – Math

1. Nine times table: Bend the finger of the one you are multiplying by, ie 9 X 3
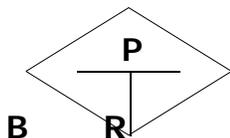
        2 + 7 = 27

2. Round the world for times tables (+/- etc.): 2 stand – problem given – 1st to answer correctly stays standing and "new" 2nd stands – flash or give new problem and continue around the table/room.

3. Teach 'digit sum' checking techniques for students to check for correct answers to multiplication or division problems:
   - By making a <u>one-digit sum</u> of one number and multiply that by the <u>one-digit sum</u> of another number, it always equals the <u>one-digit sum</u> of the answer:

$$1234 \rightarrow 10 \rightarrow 1$$
$$\underline{X\ 56} \rightarrow \underline{11} \rightarrow 2 \qquad 1 \times 2 = \textcircled{2}$$
$$69104 \rightarrow 20 \rightarrow 2$$

1. Equivalent fractions – make up a deck of cards with a fraction on each card. Make up a deck of cards with an equivalent fraction for each of the original fractions. Shuffle 2 decks together. Have students go through deck putting all equivalent fractions together. If done right, no cards should be left unmatched.

2. Learning a concept – have the student write down the steps on post it notes <u>in his/her own words</u>. We like the lined ones. Then the note can be put in either the text or notebook but it's accessible when the student is working with that concept.

3. Percents – go through junk mail (flyers, catalogues, etc.). Calculate percents of discounts. Practice all three types of percent problems by using these real-life examples.

1. (A) Changing % to a decimal: go left; for each move, cross out one of the "0's" in the % sign
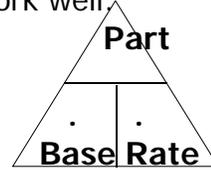
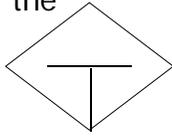   Ex: 27% = 27/% = 27 %⧸ = .27

   (B) Changing a decimal to a %: add one of the "0's" to create the % sign
   Ex. .27 = .27°/ = 27 %

2. Sears catalogue Wish Book – go shopping – (1) basic computation; (2) calculate sales (%); (3) teach budgeting

3. Using the ⬦ from the GED book seems to work well;

    ```
         Part
        .  .
      Base Rate
    ```

1. I put a "Daily Challenge" on the board. (It could be math, grammar, dictionary exercise, punctuation, etc.) I include one student's name in this challenge, ie. :Gerald wants to tile a floor 10′ x 20′. Each tile is 1′ square.
    (a) How many tiles will he need?   (b) At 49¢ each, how much will they cost?"

1. I developed a BINGO called "TIMES". If I call out "under the 'T', 5 x 4", they over '20', if they have it on the TIMES Bingo card. We give prizes, some of which students bring in themselves.

2. Teach fractions & decimals using $: ex. 0.25 = ¼ ; $.25 = quarter

3. Grocery shopping

4. Inequalities: greater than & less than are fish. They are always hungry and so their mouths are open toward the greatest amount (the numbers are food).

    i.e.   4.4 >   1.9
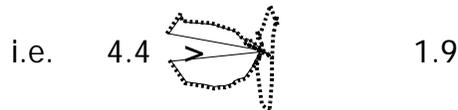
Best Practices – 'Blue Sky Ideas'

(ways to gather resources, share learning experiences etc.)

1. Lesson plan exchange with other teachers to share resources.

2. Everyday I put a hint on my smaller board for daily living. It's usually religious and always light! Eg. "A Child's best guide to heaven is a Godly parent" or "We can always start over – starting now." It's amazing how this keeps all "nice".

3. We had a pancake breakfast sponsored by our local Supervalu store. They supplied everything – the room, pancake batter, sausage, juice, tea & coffee. We supplied the labour. All proceeds were donated to our CASP.

4. I take a student with me after school to do my errands. They hold the list and check off each item. Also they remind me of the stops I have to make. We usually drop in for a coffee or cone of ice cream too. The students never miss their turn with this one.

5. Church groups etc. asking for books, materials, etc.

6. Ask publishers for a desk copy of <u>new</u> book and any old discards.

7. To save $, recycle paper & materials; to make $, recycle bottles & cans.

8. Collect: *Readers' Digest*, sports magazines & *Popular Mechanics*; also maps of Canada, esp. New Brunswick

9. If you have a local weekly paper, ask for free papers weekly for each student (teacher can pay for his/her paper). Take time in class to read, share, laugh, & discuss. This will help with writing ideas as well.

10. Celebrate holidays – Hallowe'en party, Christmas party. Have students (if they wish) bring in bakery items to enjoy. Also have them figure out cost

11. Recycle pill bottles for use in Science labs.

12. Bring in newspapers for student reading.

13. Donated scrap paper – old letterheads, etc.

14. Get students to pay a $5 fee for the year...not much but it helps and students have never ever complained. Plus, it seems to sensibilize them to the value of books lent out from classroom.

15. Ask everyone you meet (students, neighbours) for ideas, materials, etc. (don't forget schools, food banks & clothing boutiques for freebies!)

16. Call schools to see what extra books they may have.

17. I get a lot of my magazines at hair salons, doctors' offices, etc. They are happy to donate their out-dated issues.

18. Recycle former student's essays for reading materials.

19. Get family to donate comics, ie. Archie comics for reading material.

20. Collect recyclable tins, bottles, etc. of what learners drink in class. Use for theme parties, special projects, etc.

21. Ask reps from banks, health care system, (and during elections, the candidates) to come and speak to students.

22. Newspapers (from Times/Transcript); furniture (from Supply & Services); pens/pencils (from company rep; donated products for raffling; scrap paper (from NBCC); paper donated by businesses and private sectors; special occasion donations

23. Communicate with other professionals – make time.

24. I belong to a quilt guild and I ask for support or donations each year when they're discussing fund raising.

Appendix B: LIL's Literacy Info & Resources for LD (CANADA)

Background

- **About Dyslexia** -from the Canadian Dyslexia Centre by Louise Brazeau-Ward, 1998. It defines dyslexia and gives causes and characteristics of dyslexia. www.dyslexiacentre.ca/english/about_dyslexia.htm

- **Adults with Learning Disabilities: An Introduction** by the Learning Disabilities Association of Ontario, 2002. The title is self-explanatory. www.ldao.on.ca/about_ld/adults/index.html#awithld

- **Assistance for the Adult with LD & When Assistance is Not Enough** by the Movement for Canadian Literacy, *literacy.ca* Vol. 3, No. 3, 2001. Titles are self-explanatory. www.literacy.ca/public/litca/spring01/page5.htm

- **Common Signs and Characteristics of LD & Some Clues in Identifying Learning Disabilities** by the Movement for Canadian Literacy, literacy.ca, Vol. 3, No. 3, 2001. Titles are self-explanatory. www.literacy.ca/public/litca/spring01/page4.htm

- **Learning Disabilities: A New Definition** by the Learning Disabilities Association of Ontario, 2001. The title is self-explanatory. www.ldao.on.ca/ldao_projects/pei/def_05_01.html#defn

- **Literacy and Learning Disabilities, Literacy is for Life!** by the Movement for Canadian Literacy, 2003. *"Learning disabilities affect at least 10% of Canadians. More than 80% of these experience difficulty in learning to read."* It is an overview of literacy and learning disabilities. http://www.literacy.ca/litand/7.htm

- **Official definition of Learning Disabilities** by The Learning Disabilities Association of Canada, 2002. The title is self-explanatory. www.ldac-taac.ca/english/defined/definew.htm

- **Statistics on Learning Disabilities, LD in Depth** by The Learning Disabilities Association of Canada, 2001. It gives Canadian statistics on learning disabilities. www.ldac-taac.ca/english/indepth/bkground/stats01.htm

- **The Adult with Learning Disabilities, LD in Depth** by The Learning Disabilities Association of Canada, 2001. The title is self-explanatory.
  www.ldac-taac.ca/english/indepth/adults/adultld.htm

- **What are Some Common Signs of Learning Disabilities? LD in Depth** by The Learning Disabilities Association of Canada, 1999. Title is self-explanatory.
  www.ldac-taac.ca/english/indepth/bkground/Ldsigns.htm

- **What Is A Learning Disability? LD in Depth** by The Learning Disabilities Association of Canada, 2001. Title is self-explanatory.
  www.ldac-taac.ca/english/indepth/bkground/whatisLD.htm

Best Practices

- **Special Needs Assessment Procedures: A guide to ensure equal access to literacy programs for adults with disabilities** by Pat Hatt, Toronto District School Board, 2002. This guide provides best practices on assessment procedures for literacy practitioners whose students are adult learners with a learning disability or with other types of disabilities. Click on **Learning Disability** at: http://gear.torque.net/~bpd/dev/snap/index.htm

Assistive Devices for Literacy

- **Assistive Technology Examples, LD in Depth** by The Learning Disabilities Association of Canada, 2003. It gives examples of low and high tech tools to improve the functional capabilities (e.g., math and reading) of people with learning disabilities. Click on title for PDF version at:

  http://www.ldac-taac.ca/english/indepth.htm

- **Literacy and LD** by the Learning Disabilities Association of Ontario, 2002. It includes all the articles from the project, **Acquisition of Literacy Skills for Adults with Learning Disabilities**. This project's goal was to provide an improved level of literacy service to adult learners with learning disabilities through more diverse and appropriate teaching approaches. Click on **Assistive Technology** at: http://www.ldao.on.ca/ldao_projects/literacy/articles.html

- **Selection of Assistive Technology, LD in Depth** by The Learning Disabilities Association of Canada, 2003. It gives tips on choosing assistive devices best suited for a student with a learning disability. Click on title for PDF version at: http://www.ldac-taac.ca/english/indepth.htm

- **Technology for Students with Learning Disabilities** by Gail Ivanco, SNOWboard E-Journal, Issue #13, 2002. It is an overview of assistive device products useful for students with learning disabilities such as **Word Prediction Programs, Writing Process/Planning** and **Reading Problems**. snow.utoronto.ca/snowboard/tech_students_dis.html

- **Technology tools** by the Movement for Canadian Literacy, literacy.ca, Vol. 3, No. 3, 2001. It lists low and high tech assistive devices useful for adults with learning disabilities. Scroll down the page at: www.literacy.ca/public/litca/spring01/page5.htm

- **The Literacy and Adaptive Technology Project** by the Action Read Community Literacy Centre, 2002 - 2003. This project document reviews the results of field tested text-reading software used with adult literacy learners, including those with a wide range of disabilities. It evaluates software, discusses the benefits of text-reading software and gives recommendations for their use in literacy training. http://home.golden.net/~actionr/adaptech

- **What Happens When Assistive Technology Doesn't Work, LD in Depth** by The Learning Disabilities Association of Canada, 2003. It reviews complaints, possible problems and how to avoid them when assistive devices don't work for a student with LD. Click on title for PDF version at:

  http://www.ldac-taac.ca/english/indepth.htm

Tools for Literacy Practitioners/Teaching Approaches and Tools

- **Literacy and LD** by the Learning Disabilities Association of Ontario, 2002. It includes all the articles from the project, **Acquisition of Literacy Skills for Adults with Learning Disabiliti**es. This project's goal was to provide an improved level of literacy service to adult learners with learning disabilities through more diverse and appropriate teaching approaches. The articles give comprehensive information in this area such as **General Background Information**, **Working with LD Adults,** and **Assistive Technology**. Click on section titles at: www.ldao.on.ca/ldao_projects/literacy/articles.html

- **The Centre for Literacy of Quebec Travelling Resource Trunks** from the Centre for Literacy of Quebec, 2003. It offers resources for Canadian literacy teachers, tutors and coordinators that can be borrowed. Its kit on **Learning Disabiliti**es contains books, articles, worksheets, and evaluation instruments on many aspects of LD such as literacy, numeracy, and technology. www.nald.ca/province/que/litcent/Resources/trunk98/trunk98.htm

- **The S.M.T. Meth**od by Louise Brazeau-Ward, Canadian Dyslexia Centre, 1998. It explains the Simultaneous Multisensory Teaching (S.M.T.) method for literacy practitioners and for adult learners with dyslexia. Go to website at: www.dyslexiacentre.ca/english/smt_method.htm The full document gives more comprehensive information. It defines and explains dyslexia and discusses the S.M.T. in more detail. Click on **View Full Document** at upper left: www.dyslexiacentre.ca/english/smt_method.htm

Appendix C: Computer Skills Assessment Instrument for Adult Learners (TCALL)

Adapted by Jackie Hamlett, Lake County Literacy Program, Waukegan Public Library from the Onandoga Adult Literacy Program Assessment.

To contact Jackie Hamlett, please e-mail: **jham5325@aol.com**

Computer Skills	YES NO	I can't do this at all	This is very hard	I can do this, but not as well as I would like	I can do this well enough	Notes
Turn on/off computer, monitor, printer						
Use a mouse						
Use a keyboard						
Recognize floppy & CD-ROM disks						
Knows meaning of hourglass						
Open a desktop (icon) software program						
Open a program using START menu						
Use software program & navigate menus						
Name basic computer system parts						
Successfully Exit a program						
Use typing tutor to increase typing speed and accuracy						
Advanced Computer Skills						
Minimize/maximize open programs						
Select appropriate software for a task						
Understand the difference between a program and a document						
Use help screens in software programs						
Add a graphic to a document						

Computer Skills	YES NO	I can't do this	This is very	I can do this, but not as well	I can do this well	Note

Computer Skills	YES O	I can't do this at all	This is very hard hard for me	I can do this, but not as well as I would like as I would like	I can do this well enough enough	Note s s
Scan a photograph						
Use programs like Print Shop, Crossword Creator or cooking Light and be able to create cards, calendars, shopping lists or puzzles and print them out						
Word Processing Skills						
Create/save a new document						
Open/close a document						
Uses drop down menus						
Uses undo/redo functions						
Can move insertion point using mouse/arrow keys						
Correct errors using backspace/delete keys						
Cut and paste						
Change font/font size/color						
Format text (bold, italicize, underline, justify)						
Set margins						
Use Spell Check						
Print document						

Computer Skills	YES O	I can't do this at all	This is very hard for me	I can do this, but not as well as I would like	I can do this well enough	Note s

Computer Skills	YES NO	I can't do this at all	This is very hard	I can do this, but not as well as I would like	I can do this well enough	Notes
Use "Save as"						
Windows 95						
Create file for personal work						
Minimize/maximize open programs						
Use Start Menu						
Change drives, from hard to floppy to CD-ROM drive						
Internet Skills						
Use Netscape-Bookmarks or AOL-Favorite Places to get desired info.						
Recognize an URL						
Type an URL in the Open Box						
Use Back and Forward commands						
Locate and click on Links on a Web page						
Use a search index like Yahoo to do a simple search for information						
Scroll through "hits" and search						
Print a Web page						
Use net cards with a tutor to find a Web page and complete a project						

Computer Skills	YES NO	I can't do this at all	This is very hard for me	I can do this, but not as well as I would like	I can do this well enough	Notes
Demonstrate net cards at Tutor Training						

Computer Skills	YES NO	I can't do this at all	This is very hard	I can do this, but not as well as I would like	I can do this well enough	Notes
or Computer class						
Use net cards independently to find a Web site and complete a project						
E-Mail Skills						
Has a personal e-mail account with login, name, password						
Can login to check personal e-mail						
Write and send a message to a friend, co-worker, key-pal or tutor						
Send e-mail to more than one person						
Get and read new e-mail						
Respond to e-mail received						
Exit e-mail program						
Maintain e-mail account by saving and deleting messages						

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Appendix D: Rhyming Words - by Linda Lewis (adapted from *Brain Strain* board game)

<u>A.   One Syllable Word clues</u>

1. A plate of tuna

2. A very warm army bed

3. Theft of ten cents

4. A checker-patterned promotional piece in a magazine

5. A timepiece made from a large stone

6. An inexpensive 4-wheel drive vehicle

7. A weighing device with raised writing for the blind

8. A beach shoe that's not correct

9. A postage sticker that's a bit wet

10. A faucet used to remove plant juice from trees

<u>B.   Two-Syllable Word clues</u>

1. A more hard-of-hearing cow

2. A talkative taxi driver

3. An urban cat

4. A breakfast food that tastes terrible

5. A passenger boat that transports milk products

6. A stranger person who moves his head up and down

7. One who pours water on a piece of correspondence

8. One who steals an absorbent cloth worn by a baby

9. A wealthier thrower of a baseball

10. A paler red auto turn signal

C.   One-Syllable words with "a" or "an" in the Middle

1. Perceive with your ear a shout of encouragement

2. Boot a thin piece of wood

3. Fling a hair ribbon

4. Wipe a tear from one's organ of sight

5. Picked a rubber device for watering lawns

6. Close to Bambi

7. Take away debris from a part of a golf course

8. Took a bun without paying for it

9. Restrain a burp

10. Rapidly rotate the gem found inside an oyster

Rhyming Words- (Answers)

A... 1. fish dish, 2. hot cot, 3. dime crime, 4. plaid ad, 5. rock clock, 6. cheap Jeep,
    7. braille scale, 8. wrong thong, 9. damp stamp, 10. sap tap

B... 1. deafer heifer, 2. gabby cabby, 3. city kitty, 4. awful waffle, 5. dairy ferry,
    6. nodder odder, 7. letter wetter, 8. diaper swiper, 9. richer pitcher,

    10. pinker blinker

C...1. hear a cheer, 2. kick a stick, 3. throw a bow, 4. dry an eye, 5. chose a hose,

    6. near a deer, 7. clean a green, 8. stole a roll, 9. squelch a belch,

    10. twirl/swirl/whirl a pearl