

# Resources for the Adult Educator



A Membership Publication of ProLiteracy

WINTER 2017

## In this issue:



**Health Literacy**



**Technology**



**Classroom Management**



**Numeracy**



**Speaking**



**Exploring Resources**



**Tutor Profile**



**ProLiteracy®**

*Notebook* is a publication for adult literacy program managers and instructors who work with learners in the United States.

*Notebook* is published three times a year by:

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## Editor's Corner

Happy New Year! If winter is cold where you are, then let *Notebook's* articles warm you up with instructional ideas and creativity.

First up, our ESOL students may one day find themselves in an emergency situation and may not know when it's appropriate to call 911 or what to say when they call. They may fear that they will be misunderstood. "A Guide to Calling 911" explains when students should use the emergency number and provides a script of a hypothetical 911 call for students to practice.

Next is "7 Easy Ways to Use Technology in Class." Just about all of our students want to maximize their use of technology. In fact, sometimes they're teaching instructors how to better use technology. Although you will need a computer or smartphone to implement these tips, we promise you won't need to navigate through tricky apps or websites.

In a continuing nod to incorporating technology in class, the next article, "Using Interactive White Boards in the Adult Ed Classroom," focuses on ways to use the high-tech boards already common in K-12 settings.

Many adult students are confused by the numbers in charts and graphs and struggle to understand what they represent in the real world. Because this is an increasingly important skill, "Connecting Charts and Graphs to Real-world Representation" provides strategies to help students interpret and create real-world data in the form of charts and graphics.

In the U.S., we've seen some terrible events in the news over the past couple of years. Teachers sometimes feel uncomfortable discussing challenging current events with their adult students, but they also see the value of teachable moments. Additionally, some students seek a place to discuss and better understand traumatic news, especially if it's something that has happened locally. In "Discussing Difficult News Events in the Classroom," discover how to best approach the news while staying culturally aware as possible.

As usual, Exploring Resources is full of great information, including new New Readers Press products and updates to the ProLiteracy and Education Network websites.

Finally, this issue's Tutor Profile features Mary Anne Nelson, a dedicated former tutor from California who is helping some instructors attend ProLiteracy's 2017 conference.

*The Editor*

# A Guide to Calling 911

## Health Literacy

### Purpose

To guide students through a practice 911 conversation and give them a better idea of when to use the emergency number.

### Rationale

Do your ESOL students know when to and when not to call 911? There's a good chance that many may not know. They may think that calling 911 can be for any situation where help is needed, including minor health issues or home incidents (for example, a water leak). In other instances, students may hesitate to call 911 because they fear they will not speak English clearly enough.

This lesson plan helps ESOL students decide when it is appropriate or inappropriate to call 911. It then gives them a practice conversation to call 911. The lesson would be ideal during a class focused on health or telephone skills.

### The Basic Activity

1. **Ask students if they know what 911 is.** Explain that 911 is a number to call when there is a medical or home emergency. Do they have a number similar to 911 in their native country? What is the number? Ask if they know when to call 911.
2. **Have students draw two circles on a piece of paper.** One circle should say "OK to call 911." The other should say "Not OK to call 911." Next, the items below can be listed in random order on a handout or presented on the board. Discuss each situation and have students decide if it is OK to call 911 for it or not. Make sure students understand each scenario. The list comes from the website 911.org (see more information about 911.org in the sidebar).

#### OK to call 911:

- Medical emergency
- House fire
- Heart attack
- Burglary or theft
- Domestic violence
- Car accident with bad injuries

#### Not OK to call 911:

- When the power is out
- When water pipes burst
- For a ride to a doctor's appointment
- For your pet
- As a joke

### More Information

#### 911.org

##### When to Call 911

The website 911.org from a Texas-based government organization has several helpful links, including:

[www.911.org/HowWhentoCall.asp](http://www.911.org/HowWhentoCall.asp)

A guide on when to call 911 (most of the information at this link was presented in the article).

##### FAQ on 911.org

[www.911.org/Help\\_9-1-1\\_Help\\_You\\_FAQs.asp](http://www.911.org/Help_9-1-1_Help_You_FAQs.asp)

How to help 911 when you have to call (for example, give your exact location and stay on the line until help arrives).

##### Texting Service

[www.911.org/911\\_Texting\\_Service.asp](http://www.911.org/911_Texting_Service.asp)

Information on when it may be appropriate to text 911.

##### Know How to Call 911

<http://tinyurl.com/notebook-911>

A more comprehensive lesson plan on preparing students to call 911, from the North Carolina Network for Excellence in Teaching.

##### Call 911 Worksheet

[www.elcivics.com/worksheets/calling-911.pdf](http://www.elcivics.com/worksheets/calling-911.pdf)

Use this worksheet from EL Civics for the portion of the lesson that focuses on when it's OK/not OK to call 911. It includes blank lines for students to write their answers.

## More Information

### Another 911 Sample Conversation

<https://community.lincs.ed.gov/discussion/lesson-plan-be-posted-part-assignment>

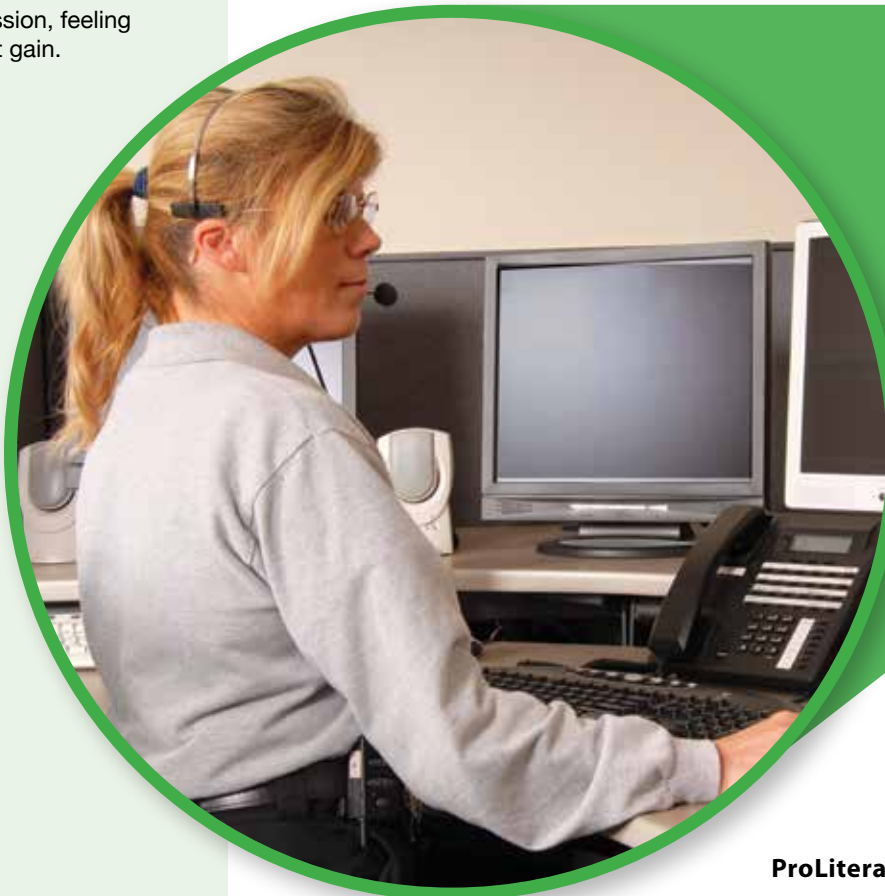
This sample 911 conversation was posted in August 2016 on the free online discussion group LINCS—Adult English Language Learners. LINCS is short for Literacy Information and Communication System and is funded with help from the federal government.

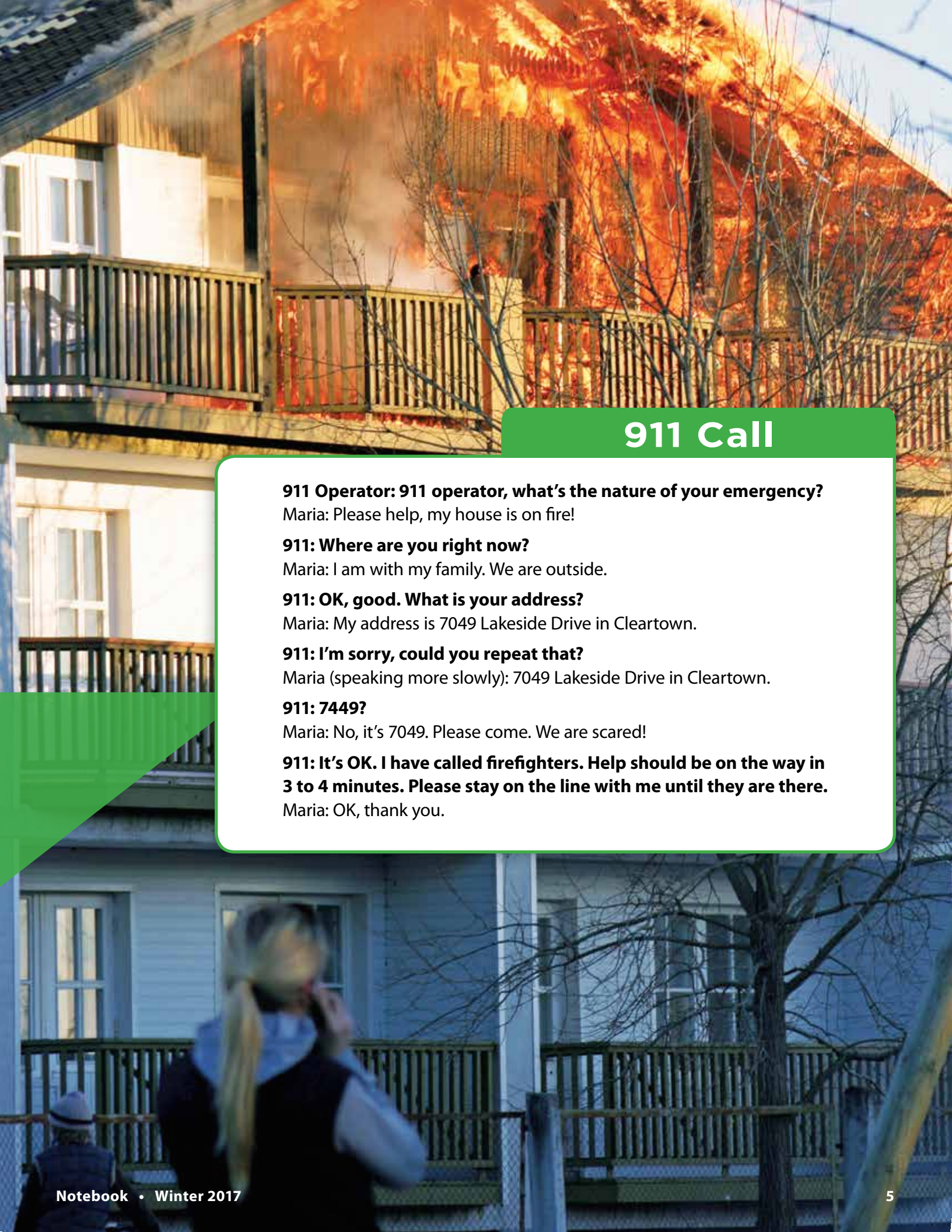
### Picture Stories for Adult ESOL Health Literacy

[www.cal.org/caela/esl\\_resources/Health/healthindex.html](http://www.cal.org/caela/esl_resources/Health/healthindex.html)

The picture stories available at this link were created by Virginia teacher Kate Singleton. Teachers can guide students through each picture to help generate dialogue, build vocabulary, and teach about American health customs. Although the stories do not include a scenario for calling 911, they are an excellent resource when studying health. Topics include a doctor's appointment, depression, feeling stressed, and weight gain.

3. **Talk about the kind of information someone should know when calling 911.** This includes having an exact address, saying what the emergency is, staying on the phone until help arrives, and answering questions from the operator.
4. **Once students understand when to call 911, tell them they will practice a conversation.** Let students know that many 911 operators can get an interpreter on the line. However, it is still excellent practice to be able to speak in English about their emergency. Give each student a copy of the conversation on page 5 of this issue. Read the conversation with a volunteer (perhaps someone who has a higher proficiency level or who has had the chance to read their lines beforehand). Alternately, you can record the conversation in advance with someone else and play it for the class. Make sure that you and your reading partner sound worried and speak a few of the lines intentionally fast.
5. **Ask students what words are new for them.** Go over any new definitions or pronunciation points.
6. **Pair students to practice the conversation several times.** As students get more comfortable, encourage them to add the right level of emotion to the call. Remind students that while they might feel emotional during an emergency, it is important to try to stay calm while on the phone.
7. **Ask for volunteer pairs to read the conversation to the class.**
8. **Depending on your students' level of proficiency, one expansion activity could be to work with the class to create a new 911 scenario.** Two other expansion ideas: 1) Do a dictation using some of the sentences from the conversation; 2) Create a cloze activity where the conversation has missing words, and students need to fill in the missing words.





## 911 Call

**911 Operator: 911 operator, what's the nature of your emergency?**

Maria: Please help, my house is on fire!

**911: Where are you right now?**

Maria: I am with my family. We are outside.

**911: OK, good. What is your address?**

Maria: My address is 7049 Lakeside Drive in Cleartown.

**911: I'm sorry, could you repeat that?**

Maria (speaking more slowly): 7049 Lakeside Drive in Cleartown.

**911: 7449?**

Maria: No, it's 7049. Please come. We are scared!

**911: It's OK. I have called firefighters. Help should be on the way in 3 to 4 minutes. Please stay on the line with me until they are there.**

Maria: OK, thank you.



# 7 Easy Ways to Use Technology in Class

## More Information

Here's more information on interesting websites and apps for students.

### Google Translate

<https://translate.google.com>

Any ESOL teacher knows that translation into a student's native language is helpful from time to time. More and more students are using the Google Translate app and website to better understand text and even words in images by taking pictures.

If you became a ProLiteracy member or renewed your membership since May 2016, you have a free one-year subscription to *News for You*® Online, where students can listen to story audio on the newspaper's website, [www.newsforyouonline.com](http://www.newsforyouonline.com). If you're not a subscriber, you can still access three free stories, and their audio, by visiting the website and clicking "Click here to try for free." *News for You*® Online is one site that provides easy technology practice.

## Purpose

To present several easy ways that teachers and adult students can use technology to enhance learning.

## Rationale

It seems like everyone wants to improve their technology skills. However, technology—whether it's the internet, apps, or smartphones—can sometimes create additional headaches. Perhaps a website is hard to follow, a user doesn't know how to navigate an app, or internet service goes down.

In this article, we present seven relatively simple ways to use technology with adult learners. Although we can't promise using technology will always be easy, we do believe you'll find these teaching ideas that incorporate technology into lessons easier to implement than others.

## The Basic Activities

1. **Have students look up new words using an online dictionary**, such as [www.learnersdictionary.com](http://www.learnersdictionary.com) or [www.dictionary.com](http://www.dictionary.com). Many dictionary sites have an audio button so students can hear how a word is pronounced.
2. **Use a phone, an audio recorder, or the recording function of the computer to record short passages whole and phrase by phrase**, suggests Jody Lantz of Thrive International Programs in Williamsport, Pennsylvania. Students can listen to, repeat, and record and rerecord their pronunciation.



3. **Use the speech-to-text feature available on many smartphones.**

“These are easily the most widely used feature by my students,” says Josh Anderson, adult literacy coordinator at Waukegan Public Library, in Waukegan, Illinois. “It isn’t perfect, but if you speak carefully, you can send comprehensible messages. Students love it!”

When using this feature, if the target word(s) appear in the text field, students know they said things correctly. If not, they keep trying, says Lynne Weintraub, ESL coordinator at Jones Library in Amherst, Massachusetts. “When I first heard about one of my students [using] this, I thought it was brilliant,” she says.

4. **Try texting.** “For tutors who feel comfortable with texting, they will text back and forth with their students on days they’re not meeting. We encourage students to text using complete sentences, so they can practice their skills outside of lessons,” says Shelley Karnz, program manager of adult tutoring at Literacy Green Bay in Green Bay, Wisconsin. If you don’t want to share your phone number, there are apps that let you set up a different number that will only work when you want it to work. The following website discusses these apps in more detail: <http://appadvice.com/appguides/show/apps-for-texting>.
5. **Use easy apps and websites.** They *are* out there, says Victor Castellanos, literacy coordinator at Monrovia Public Library in Monrovia, California. He is a fan of the free app OG Card Deck, which can be used on any iOS iPhone or iPad to practice phonics. He also has used YouTube, Yelp, and Craigslist to give students easy computer skills practice.
6. **Use sites that work well on a smartphone.** One site Weintraub uses is The English Minute ([www.theenglishminute.com](http://www.theenglishminute.com)). It includes videos and short quizzes, is entertaining for students, and it is easy to use on a mobile device, she says. It can be useful for students anytime a computer is not nearby, such as when they are in a car or on a bus or train.
7. **Provide listening practice with “The Diane Rehm Show.”** With two clicks, your students can hear insightful conversations and interviews on current events featured on National Public Radio’s “The Diane Rehm Show” (<http://thedianerehmshow.org/>). Rehm speaks slowly, making it easier for English language learners to understand. Rehm was planning to retire after the recent presidential election. However, her older shows as well as more current episodes are archived on the site.

## More Information

### Apps for English Language Learners

<http://tinyurl.com/notebook-ell-apps>

Instructors are always on the lookout for apps to help their students learn better. This article, found at the website eSchool News, lists eight apps and resources for English language learners. Although the author focuses on apps for younger learners, you’ll still find some utility for adults. For example, Duolingo and Dave’s ESL Café are on the list, and they both are popular with adults.

### Duolingo

<https://www.duolingo.com/>

Many instructors praise the language-learning site and app Duolingo because it’s so easy to use. It can be used for English as well as other languages.





# Using Interactive White Boards in the Adult Ed Classroom

## More Information

### **SMART Boards: Why Are They So Easy to Use?**

<http://tinyurl.com/notebook-smartboard>

A short video from a SMART Board manufacturer on what SMART Boards are and how they can be used.

### **Interactive White Boards Enhance Classroom Instruction and Learning**

<http://tinyurl.com/notebook-whiteboard-benefits>

Get an easy-to-follow outline of some of the advantages of interactive whiteboards and a listing of some of the companies that sell them. The article is from the National Education Association.

## Purpose

To present several ways that adult education teachers can use interactive white boards with students.

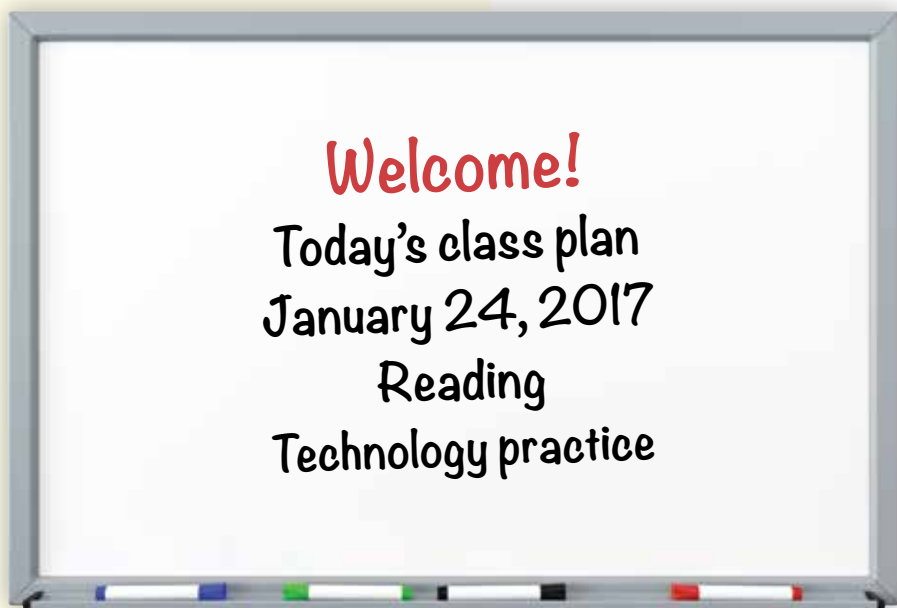
## Rationale

Interactive white boards (also known by the branded name SMART boards) are commonly used in the K–12 setting to project information from a computer screen and interact with it. However, they are not as common in adult education classrooms. Interactive white boards are popular because students and teachers can write on them using special pens and move information with the touch of a finger. Teachers can also show images, videos, and graphics related to a lesson. Unless an adult education program shares space with a K–12 school and has access to smartboards, there has been a lack of funding for them. However, more adult education programs are starting to fund this versatile technology tool.

The use of interactive white boards gives students another way to practice using technology—something many students desire. “We have been using interactive white boards now for several years and have been very impressed. Our students are much more engaged than through traditional methods,” says Thomas L. Knight, Jr., an information technology consultant with the Rockingham County Literacy Project in Eden, North Carolina.

There are different kinds of boards, so decide what kind of interactive whiteboard will best suit your program. There are boards with interactive flat panels, interactive walls, pens to write on the board, and boards that are touch sensitive, Knight said. Some even have components that sync mobile devices and computers through your program’s network to allow students to answer questions. Knight’s program uses the Promethean ActivBoard ([www.prometheanworld.com](http://www.prometheanworld.com)) and has been happy with it.

Here are several ways to effectively use interactive white boards.





## More Information

### SMART Boards in Adult Education

<http://tinyurl.com/notebook-smartboard-ideas>

This one-page promotion for a 2011 symposium lists several ways that SMART Boards can be used in adult education classrooms.

### Smart Board Activities for GED Students

<http://tinyurl.com/notebook-smartboard-ged>

This article contains links to several programs and resources with SMART Board activities specifically for GED students.

### Do SMART Boards Make for Smart Students?

<http://tinyurl.com/notebook-smartboard-pbs>

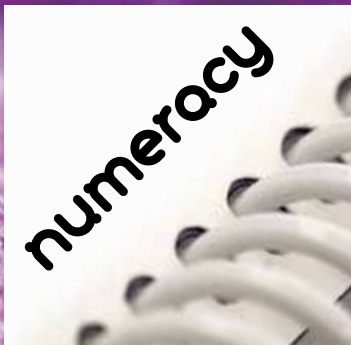
PBS weighs in on the pros and cons of interactive white boards in the classroom.

**One additional note:** Some programs are investing in smart TVs in lieu of, or in addition to, interactive white boards. Smart TVs can function like a regular TV, but they can also access the internet and perform functions similar to a tablet. The advantage is the wider TV screen versus a tablet or mobile device's small screen. They are usually costly.

## The Basic Activities

1. **Use the board for notetaking.** During class, the teacher or a student can type notes onto the computer connected to the board; the notes will appear on the interactive white board for others to see and copy.
2. **Interact with relevant web pages by writing on top of them.** Technically called “annotate over desktop,” this function allows teachers to share web pages but also add important notes. Math teachers also can use the on-screen compass, protractor, rule, and other related tools.
3. **Use it as a regular whiteboard.** “The primary advantage here is that you can have multiple pages of writing,” Knight says. “In a traditional setting, you quickly run out of room to write on a whiteboard. Here, when you run out of room, you can just go over to the next page.” With the white board’s software, you can also save presentations—that means teachers can prewrite lessons or write out a lesson but leave fill-in blanks.
4. **Sync it all!** At the Rockingham program, iPads connect to the board through an iOS app (also available for Android and via a website on any web-connected machine). Instructors can write their questions on the board and have students respond on the devices. This function is used more often by the technologically advanced instructors, Knight said.
5. **Got bad handwriting?** You don’t have to admit it if you do, but interactive white boards present information to students in clearer text. This is especially important for ESOL and literacy students.
6. **Play games.** Bingo cards, word searches, and other games used from time to time in adult classes can be displayed on the interactive white board. Students and teachers can use the board’s special pens or even their fingers to manipulate information related to the game. This gives students hands-on experience with using an interactive white board.
7. **Teach phonics.** If your students are basic literacy or ESOL learners, the website Starfall ([www.starfall.com](http://www.starfall.com))—geared toward young children but also popular in basic literacy classrooms—has interactive features you can maximize with an interactive white board, according to the National Education Association (<https://www.neamb.com/professional-resources/using-interactive-whiteboard.htm>).
8. **Save paper during reading activities.** If your class is reading something, show it on the interactive white board to avoid making excess paper copies. Consider enlarging the font so everyone can see what is on the screen and easily read it.





# Connecting Graphs and Charts to Real-world Representation

## More Information

### Explaining How to Make a Bar Graph

<http://tinyurl.com/notebook-bargraph>

This page from Teacher Vision goes through the steps of creating a bar graph.

### How to Make and Use a Bar Graph

<http://tinyurl.com/notebook-bargraph-video>

For students or teachers who prefer to watch a video, this one from a college teacher explains how to make a bar graph.

### Teacher Guide to Graphing Resources

[www.teach-nology.com/themes/math/graphing/](http://www.teach-nology.com/themes/math/graphing/)

This site presents several types of graph and chart lessons.

## Purpose

To show students how they can connect information from a bar graph, chart, or similar tool into a more tangible representation.

## Rationale

Teaching students how to better understand pie charts, bar graphs, and other visual representations of information will strengthen their learning skills. These items are used often in news stories and in other informational sources as they can be easier to understand than text alone. Typically, they also are part of standardized tests. However, charts and graphs can be challenging to learners who may not always understand that these visuals represent real-world information or trends. In this article, discover how to turn the information from a pie chart or bar graph into more tangible representations.

Although it would be helpful for students to have some basic background knowledge of charts and graphs before this activity, you could also use it as a way to introduce the topic. The activity also could be used if your class is having trouble connecting items on a visual literacy tool and real-world representations.

## The Basic Activity

1. **Choose a simple question to use for a class survey.** This could be, “What’s your favorite type of ice cream?” To keep answers focused, provide the class with four or five simple answers (e.g., vanilla, chocolate, strawberry, butter pecan, and chocolate chip). Have the question and answer choices available on the board or a handout. Give students a minute to decide on their answer.
2. **Designate areas around the class to represent each answer choice.** Have signs for each flavor. Tell students to stand in a straight line in front of the sign that represents their favorite ice cream flavor. If possible, have each sign and its respective line fairly close together, so you can let students know they are creating a human bar graph.
3. **As a class, calculate the number of students in total and the number of students in each group.** Alternately, the class could calculate percentages for each group. Post the calculations on the board.
4. **Have students, alone or with a partner, create a bar graph representing the answers from the class.** Remind students to give their graph a title. If possible, have graph paper available for students. Check students’ graphs for accuracy. Give them time to share their graph with others.

## Variations and Expansions for This Activity

- **Think of other prompts for this activity.** For example, students could line up according to how they get to class (drive, bus, walk, or bike) or how many siblings they have (0, 1, 2, 3, 4 or more).
- **As an expansion, you can show learners how they can change their bar graph information into a pie chart.** This idea is adapted and modified from the book *Teaching Adults: A Math Resource Book* (New Readers Press, 2016). 1) Once student create their bar graph, 2) have them cut out each strip from the bar graph, making sure that each strip is clearly labeled with the correct information (e.g., the name of each ice cream flavor). 3) Have students lay the strips end to end and tape them together. Next, they should connect each end to make a circle. They should then trace the circle onto paper and make marks where each flavor begins and ends on the “bar graph circle.” Finally, students can create a pie chart and label each part with the correct percentage of votes. See the sample pictures below for the first steps of this activity. The pictures are from the book *Teaching Adults: A Math Resource Book*.
- **Help students create a human pie chart.** To do this, you will need a long stick, such as a broom handle, and colored pieces of yarn. You’ll need two long pieces of the same color yarn for each category in the pie chart. Tie one end of each piece of yarn to the stick. Say, for example, you ask the question about how students get to school. Ask everyone who drives to school to line up side by side facing you, and then have them create a slight arc. Give the person on each end of the arc a piece of string that is the same color to hold—they have created the pie piece that represents students who drive. Next, ask everyone who walks to work to line up, side by side and facing you. Have the person on one end stand next to the end person in the drive group. Give each person on the end of the walk group a piece of yarn that is the same color. Do the same for the bus and bike options until you have formed a circle—a human pie chart.

See bullet point two above for an explanation of the pictures shown here.  
Pictures are from *Teaching Adults: A Math Resource Book*.

## More Information

### Teaching Adults: A Math Resource Book

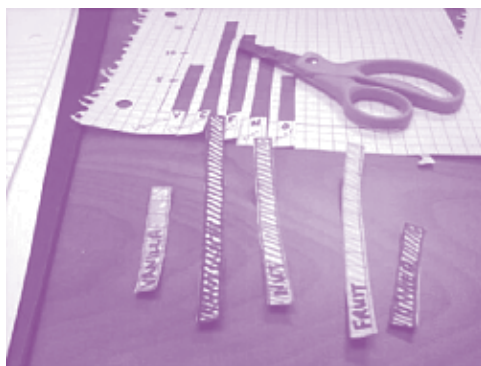
[www.newreaderspress.com/teaching-adults-math-resource-book](http://www.newreaderspress.com/teaching-adults-math-resource-book)

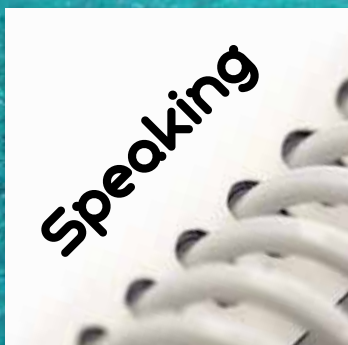
Here is where you can order the book mentioned in the story. The website includes free videos relevant to teaching math.

### Teaching Visual Literacy: Strategies to Help Students Analyze Images and Media

<http://online.cune.edu/teaching-visual-literacy/>

Although this short article does not focus on bar graphs and charts, it still touches on the related subject of visual literacy. The authors, from Concordia University in Seward, Nebraska, suggest some ways to sharpen students’ critical thinking skills when they analyze images.





# Discussing Difficult News Events in the Classroom

## More Information

### From Productive to Provocative: Teaching Controversial Topics

<http://tinyurl.com/notebook-newstoppers>

A helpful article from the Newseum education site.

### 33 Controversial Discussion Topics

<http://tinyurl.com/notebook-news-discussion>

This piece from Busy Teacher is geared toward the ESOL classroom and has topic ideas as well as teaching tips.

### Creating ESL/EFL Lessons Based on News and Current Events

<http://iteslj.org/Techniques/Banville-News/>

From the *Internet TESL Journal*, this article includes a sample lesson based on an article titled “Study Suggests Laughter Is Good for the Heart” and has practice activities to accompany it.

### Ripped From the Headlines: How to Turn Current Events into Real-World Projects

<http://tinyurl.com/notebook-currentevents>

Although this article is from 2010 and mentions news events from that time period, it still has many practical ideas for using current events in the classroom.

## Purpose

To give teachers activities to help them address difficult news events in the classroom.

## Rationale

Whether it’s police violence and race relations, terrorism, natural disasters, or mass shootings, it seems as if the news is riddled with horrific events. As more of these events happen, it’s likely that something will personally touch each of our geographical areas. Although adult education classes often are a refuge from what is happening outside of school, there are times when a discussion of news events is warranted. Perhaps a serious incident has affected your local area, or maybe students would feel better talking about it. In this article, we present a few ways to facilitate a discussion.

In advance of class, make sure to read a few articles or watch a few news reports about your topic, so you are prepared and can answer students’ questions. You’ll find that some classes are up for discussing controversial or challenging topics; others find their day-to-day routine overwhelming enough and would like to stick to lighter topics. Yet other groups may have an interest but feel bothered by certain headlines due to their own personal experiences with tragedy or violence (see our sidebar on page 13 for resources to stay sensitive to the needs of such groups).

## The Basic Activity 1: Photo Response

This activity is geared toward learners with beginning or intermediate English language proficiency. It is adapted and modified from “Discussing Current Events in the ESL Classroom.” (<http://tinyurl.com/notebook-news-esl>)

1. **Ask students what they know about the news event you will discuss.** Find a photo related to the news event through an online search. Additionally, there may be photos that appear in your local daily newspaper, and Newseum (Newseum.org) posts on its site the front page of many daily newspapers. Although you can’t reproduce the front pages without permission from the newspaper, you could always show that front page (and any relevant image) if you have a projector in the classroom that works with your computer.
2. **Ask students: “What do you see in the picture?”** As they generate ideas, write them down. Circle any new concepts or vocabulary that come up. Ask them how the image makes them feel. Discuss any new concepts or vocabulary.

3. **If possible, discuss multiple photos from the news event.** Continue to generate vocabulary. Ask students what else they would like to know, or what do they already know about the incident. Also, ask if the event relates to anything from their life. For example, if the discussion is about a natural disaster, students may be able to share an experience they previously had.

## The Basic Activity 2: Guided Discussion

This activity is best suited for intermediate, advanced, or native proficiency students. Although it may not appear to have much structured teaching, these kinds of discussions focus more on self-reflection and encourage listening to peers. Have a specific news event in mind to discuss.

1. **Ask students what they know about the news event.** If it's something that has happened in your area, do they know anyone who was affected by the news?
2. **Let students know they will share their thoughts about the news.** You can let them know that they don't necessarily have to share their opinion, but they should listen closely to their peers—and they will be expected to express their opinion in writing at the end. Tell students they will have the option to turn the writing in or keep it to themselves.
3. **Prepare a relatively brief, level-appropriate article or video for students to read or watch.** Newspapers such as *News for You*® (see sidebar) address news events in language suited for low-level learners. You can also watch YouTube in advance to choose a video that may work for your class level.
4. **Have discussion questions ready.** Below are some sample questions. You'll want to tailor or add questions depending on the topic.
  - a. What was something new for you?
  - b. How does this news make you feel?
  - c. What do you think about this news event? Do you agree with a specific group or person?
  - d. What solutions do you think there are to this problem?
5. **Facilitate a classroom discussion about the topic.** Give students some leeway to express themselves without letting the more talkative students dominate. For example, you may want to put a time limit on how long any one person can talk (say, two minutes). Or you may have a rule that each student can speak only twice during the discussion.
6. **Once your class has had a reasonable amount of time for discussion, ask them to write a response to your discussion.** You can use the same discussion topics as used in step 4. Students can turn in their written response or, if you think the topic could be too personal, you may let students know they just need to show you that they did the writing.
7. **For a topic that could incur a pro/con or two-sided discussion, consider following up with a debate activity.** The Spring 2016 issue of *Notebook* outlines how to structure a debate; see page 3. Find that issue at the following link: <http://tinyurl.com/NBspring2016>.

## More Information

### Teaching #Ferguson: Current Events in the Classroom Resources

<http://tinyurl.com/notebook-ferguson>

This collection of lessons related to the 2014 uprising in Ferguson, Missouri, may be helpful for current classes or spark activity ideas for other difficult news events.

### Wondering How to Handle a Controversial Topic in Class?

<http://tinyurl.com/notebook-controversial>

Teacher and blogger Larry Ferlazzo shares a successful lesson plan he used with ESOL learners.

### Trauma and the Adult English Language Learner

<http://tinyurl.com/notebook-trauma>

This is a brief article to make teachers aware of trauma that some ESOL students have experienced and how to stay sensitive to it in the classroom. Two concepts from this article that we used in our activities: a) Offer content that allows learners to share as much or as little information about themselves as they feel comfortable; b) Allow learners to choose their own level of participation in classroom activities.

### News for You®

[www.newsforyouonline.com](http://www.newsforyouonline.com)

*News for You*®, the weekly newspaper for adults learning to read, has a print and online component as well as a Teacher's Guide and online activities.

### The Change Agent: Talking About Race

<http://changeagent.nelrc.org/issues/>  
<http://changeagent.nelrc.org/subscribe/>

*The Change Agent*, billed as an adult education magazine for social justice, published an issue in March 2016 that focused on race. In light of the racial tensions in the U.S., it may have helpful content for class discussions. The second link has information on subscribing (\$12 per year for a paper issue and \$20 for online). *The Change Agent* is published by World Education.



# Exploring Resources

## ProLiteracy Announces the Launch of the Updated ProLiteracy Education Network

[www.proliteracy.org/Education-Network/Education-Network](http://www.proliteracy.org/Education-Network/Education-Network)

ProLiteracy Education Network is a robust, user-friendly platform that provides online instructional resources for adult education practitioners, administrators, and learners. The new and improved site houses a collection of engaging courses, videos, lesson plans, and classroom activities designed to facilitate teaching and learning, reading, writing, math, citizenship, and basic life skills. Resources include:

- Interactive and up-to-date online courses
- PDFs, links to relevant websites, and interactive classroom activities and exercises
- Demonstration videos and lesson plans
- *Building Blocks*, which includes hundreds of resources designed to help programs improve their quality and effectiveness
- Topical discussion forums—share ideas and upload resources to increase the accessibility of quality educational materials and training, and help serve students more efficiently

All resources are free for ProLiteracy members!

## ProLiteracy Blog Offers Educational Resources, News, and Ideas

<https://www.proliteracy.org/Resources/Blog>

Check out ProLiteracy's new blog for instructional resources, inspirational stories, and more related to adult education. New articles or videos are posted each week. Some recent topics have included ideas on how to use *News for You*® in the classroom, a video with immigrants giving advice on running a small business, and student success stories. As a subscriber, you can receive a weekly recap of the latest blog postings.

## SAVE THE DATE! 2017 ProLiteracy Conference on Adult Literacy

September 27–30, 2017 | Radisson Blu Mall of America | Minneapolis, Minnesota

[www.proliteracy.org/conference](http://www.proliteracy.org/conference)

The ProLiteracy Conference on Adult Literacy focuses on new tools and strategies that attendees can use to implement dynamic programming, enhance leadership skills, and engage with a diverse group of peers from organizations of all types and sizes. Early bird registration opens May 1, 2017. See you in Minneapolis!

## Low Sodium Visual Aid for Adult Learners

<http://tinyurl.com/notebook-sodium>

Many adults have high blood pressure due to excess salt intake. If your class is studying health, you can educate your students on low- and high-sodium foods using the PDF at the link above. The 12-page document shows color images of foods within the various food groups and classifies them as low- or high-sodium foods. It also provides some easy-to-follow guidance on healthier sodium intake when eating out or when planning daily food intake.

## Resources from New Readers Press Help Teach HiSET®, GED® Test Prep

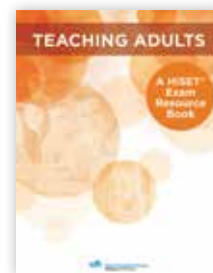
[www.newreaderspress.com](http://www.newreaderspress.com)

This January, New Readers Press debuts two new teacher resources to better help students prepare for high school equivalency tests. *Teaching Adults: A HiSET® Exam Resource Book* is a must-have teacher resource guide for HiSET exam preparation. It includes:

- Detailed descriptions of all five tests
- More than 60 easy-to-follow activities to foster critical thinking
- Tips for working with HiSET students
- Appendices that include a HiSET essay prompt template and more than a dozen reproducible worksheets to use with activities in the book

*Bridging English Language Learners to GED® Test Prep* has three resource guides—Mathematical Reasoning, Reasoning Through Language Arts, and Social Studies and Science—to help GED test prep instructors prepare English language learners (ELLs) for the test. These books include detailed lesson plans that use New Readers Press existing GED test-prep materials. Lesson plans include:

- Skills-based questions to focus and contextualize each lesson
- Vocabulary-development strategies that include word study and usage
- Instructional activities that support learning strategies.



## Federal Report Focuses on Older Adolescent and Young Adult English Learners

<http://tinyurl.com/notebook-report-ells>

There are 1.5 million 14- to 21-year-old ELLs in the U.S., according to the U.S. Department of Education. This group is diverse and tends to have less education than their non-ELL peers. If you find your program serving more young adult ELLs, you should review “Older Adolescent and Young Adult English Learners: A Study of Demographics, Policies, and Programs,” published in June 2016 by the Department of Education. In the report, find statistics about this population group and the implications for adult education and employment programs.

## Speaker Series Discusses Program Advocacy

[www.proliteracy.org](http://www.proliteracy.org)

As part of its continuing Speaker Series, ProLiteracy will host “Strategies for Nonprofit Advocacy with Elected Officials – Make a Difference for your Cause” on Thursday, January 19 at 3 p.m. The speaker series will be moderated by Peter Waite, senior vice president of ProLiteracy. Panelists will include Mark Cass, executive director, Alliance of Communities Transforming Syracuse; Marsha Tait, executive director, Literacy CNY; Becky Lare, advocacy resource manager, Food Bank of Central New York; and Congressman John Katko, representing the 24th District of New York (invited). The programming will be live at the ProLiteracy offices. You can watch it live on YouTube, Facebook, and Twitter. The entire recorded broadcast will be available the next day on YouTube and Facebook. Listen in and watch to help your program advocate effectively.

# Notebook

A Membership Publication of ProLiteracy  
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## TUTOR PROFILE

# TUTOR'S GENEROSITY CONTINUES TO HELP ADULT EDUCATORS

by Vanessa Caceres



Longtime tutor Mary Anne Nelson of the Los Angeles, California, area, remembers some of the early days of adult literacy tutoring.

There was one student she called “Honeyman” because he took care of honeybees. “I never knew any other name for him,” she says. Early on, all of Nelson’s students were African-American men; because of the racially charged times, one student insisted that they have lessons in his car, for fear of being seen in public with Nelson.

Another student had a mother who had died recently. The student confided in Nelson that he hadn’t cried since she had died and was worried about that. “Sometimes you’re a counselor as well. I think this man had no one else to go to,” Nelson says.

Among Nelson’s many memories of tutoring for decades, the learning

breakthroughs stand out. There was one student who, instead of saying he took his camera film to the drug store to be developed, he gave the name of the actual store. Thanks to the literacy lessons, he could actually read the store’s name.

Nelson tutored and trained teachers for decades going as far back as the 1950s. She traveled around the state as a trainer and supervising trainer for the program California Literacy, a statewide office for community and library programs. She also attended numerous literacy conferences. Nelson began to tutor for the Los Angeles Public Library in 1984 and continued for many years.

It’s the giving nature of adult education tutors that inspired Nelson. “These are people you like to be with. They are all so altruistic,” she says. “They are almost all volunteers, and they believe in what they are doing.”

Nelson’s seasoned experience has been an asset to the field of literacy, says Peter Waite, executive vice president at ProLiteracy. “Mary Anne represents the very best in a tutor and a trainer,” he says. “Her understanding of both students and tutors is remarkable. She understood both the motivations and fears of the tutor and student and incorporated that into her training.”

Nelson is once again giving to the field of literacy with the new Mary Anne Nelson Training Fund, geared toward helping adult literacy practitioners receive professional development funding toward travel, materials, and training fees. This will include some funding to attend the ProLiteracy Conference on Adult Literacy later this year. For more information, go to [www.proliteracy.org/Professional-Development/ProLiteracy-Conference-Conference-Scholarships](http://www.proliteracy.org/Professional-Development/ProLiteracy-Conference-Conference-Scholarships).