

---

# *PreBridge*

**FOUNDATION SKILLS FOR THE  
TECHNICAL LEARNING SKILLS BRIDGE**



## ***PreBridge***

### ***Curriculum Guide***

---

# **PreBridge**

## *Foundation Skill Building for The Technical Learning Skills Bridge*

*By Nancy Ruetz,  
Workplace Education and Training  
Wayne State University*

February 2000

**Bridge to Advanced Technological Education and Employment Project**

Workplace Education & Training

Wayne State University

373 College of Education

Detroit, MI 48202

***<http://www.wped.wayne.edu>***

---

Copyright © 2000 by University of Illinois at Chicago

For additional information, contact:

Davis Jenkins, Ph.D.

Great Cities Institute

University of Illinois at Chicago

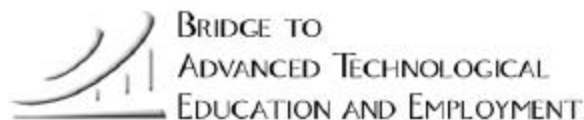
412 S. Peoria St. Suite 400

Chicago, IL 60607

Additional copies of this guide and related materials can be downloaded  
from our Web site: <http://www.uic.edu/cuppa/techbridge/>

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system without permission in writing from Wayne State University.

This material is based on work supported by the National Science Foundation's Advanced Technological Education program under grant number DUE-9850327. The opinions, finding, conclusion, or recommendations expressed in this material are those of the authors and do not reflect the position or policies of the National Science Foundation.



**TABLE OF CONTENTS**

<b>PREBRIDGE OVERVIEW.....</b>	<b>5</b>
<b>QUALIFICATION STAGE.....</b>	<b>6</b>
STUDENT APPLICATION.....	9
<b>OBJECTIVES AND COMPETENCIES OF PREBRIDGE.....</b>	<b>19</b>
<b>SYNOPSIS OF CURRICULUM TOPICS IN PRE-BRIDGE INSTRUCTION STAGE .....</b>	<b>20</b>
<b>PREBRIDGE LESSON PLAN .....</b>	<b>23</b>
<b>GRAMMAR EXERCISES INTRODUCTION.....</b>	<b>154</b>
A AN.....	156
DO, DOES, DID, HAVE DONE.....	157
GO, GOES, WENT, HAVE GONE .....	158
IT'S, ITS .....	159
IN, INTO .....	160
TO, TOO, TWO.....	161
THIS, THESE.....	162
WAS, WERE .....	163
IS, ARE.....	164
WHO'S, WHOSE.....	165
YOU'RE, YOUR .....	166
FEWER - LESS .....	167
THERE - THEIR - THEY'RE .....	168
WRITE - WRITES - WROTE - WRITTEN .....	169
THEN - THAN .....	170
WORK, WORKS.....	171
LEARN, LEARNS.....	172
MORE WRITING STICKLERS 1 .....	173
MORE WRITING STICKLERS 2 .....	174
REVIEW FOR WORD TRICKSTERS .....	175
<b>COMPUTER LESSONS.....</b>	<b>178</b>
TURNING A COMPUTER ON AND OFF .....	179
INTRODUCTION TO THE MOUSE.....	181
OPENING AND CLOSING PROGRAM ICONS .....	182

PREBRIDGE  
INSTRUCTOR'S GUIDE

---

BUILDING “MOUSE” SKILLS .....	183
IDENTIFYING HARDWARE .....	184
THE COMPUTER SYSTEM, HARDWARE.....	185
IDENTIFYING AND USING CRITICAL KEYS ON THE KEYBOARD.....	189
IDENTIFYING, DEFINING, AND OPERATING PARTS OF THE COMPUTER WINDOW .....	194
BUILDING A COMPUTER VOCABULARY LIST .....	198
COMPUTER VOCABULARY LIST .....	199
UNDERSTANDING <i>FILE MANAGER</i> IN A COMPUTER SYSTEM .....	201
TYPING A DOCUMENT.....	203
OPENING AND CLOSING COMPUTER FILES .....	204
SAVING A DOCUMENT ON A DISK.....	205
EDITING A DOCUMENT ON A DISK-PART 1 .....	207
EDITING A DOCUMENT ON A DISK - PART 2 .....	211

## *PreBridge Overview*

The students who completed the pilot of Pre-Bridge in Sept. 1999 accomplished all the objectives that had been set for them—but still struggled to meet the academic and other demands of the Technical Learning Skills Bridge (TLS). The Pre-Bridge curriculum will consist of 2 stages.

- The first stage will be the *Qualification Stage*. Students will go through an application process, be assessed for academic skill levels and barriers to success. If skill levels are deficient, they will be given computer-based instruction in a learning lab setting at an individualized pace.
- The second stage will be *the Instructional Stage*. A variety of topics are included that help prepare the learner for a more traditional academic program. Learning strategies and confidence building are cultivated through a variety of activities.

The process of recruiting, identifying, and assessing students will occur in the Qualification Stage. The community-based organization (CBO) has the responsibility and challenge of helping their clients progress through the process and end up with a positive outcome.

## *Qualification Stage*

1. The clients become aware of the program through a variety of ways.
2. Clients fill out a Student Application and write a short essay about themselves. The short application and essay can be done in Spanish or English. It will be used to indicate the literacy level. The purpose of this is to observe literacy level in the client's native language. If the client has difficulty completing or cannot complete the Student Application, he or she will not be asked to write the short essay.
3. The CBO staff will conduct a short interview with the client to understand long and short term goals.
4. The CBO staff person will decide if this client is ready to continue with the assessment process or conditions exist that indicate he or she should be referred to other programs or opportunities.
5. The assessment of academic skills is performed. This may be done by the CBO staff or scheduled for a time when an instructor from the educational program is available. At this time, a customized reading and writing exercise and a customized math test is being developed based on entry level competencies for the Technical Learning Skills Bridge.
  - If assessment results indicate that academic levels are adequate, the client may continue with qualification process or opt into different programs or opportunities. I
  - If assessment indicates the skill levels are *not* adequate, the client may be referred to the Learning Lab for academic support.
  - Software will be used to help students reach their goals. Software programs used include but are not limited to:

<i>Skills Bank</i>	<i>GED for the PC</i>	<i>Pre-GED</i>
<i>Ultimate Speed Reader</i>	<i>English Mastery</i>	<i>Learning 2000</i>
<i>Mavis Beacon Teaches Typing</i>		
6. The CBO staff will conduct a barriers assessment. The barriers that have had an impact on completion of previous PreBridge and TLS Bridge programs include:
  - Transportation
  - Childcare
  - Housing
  - Health

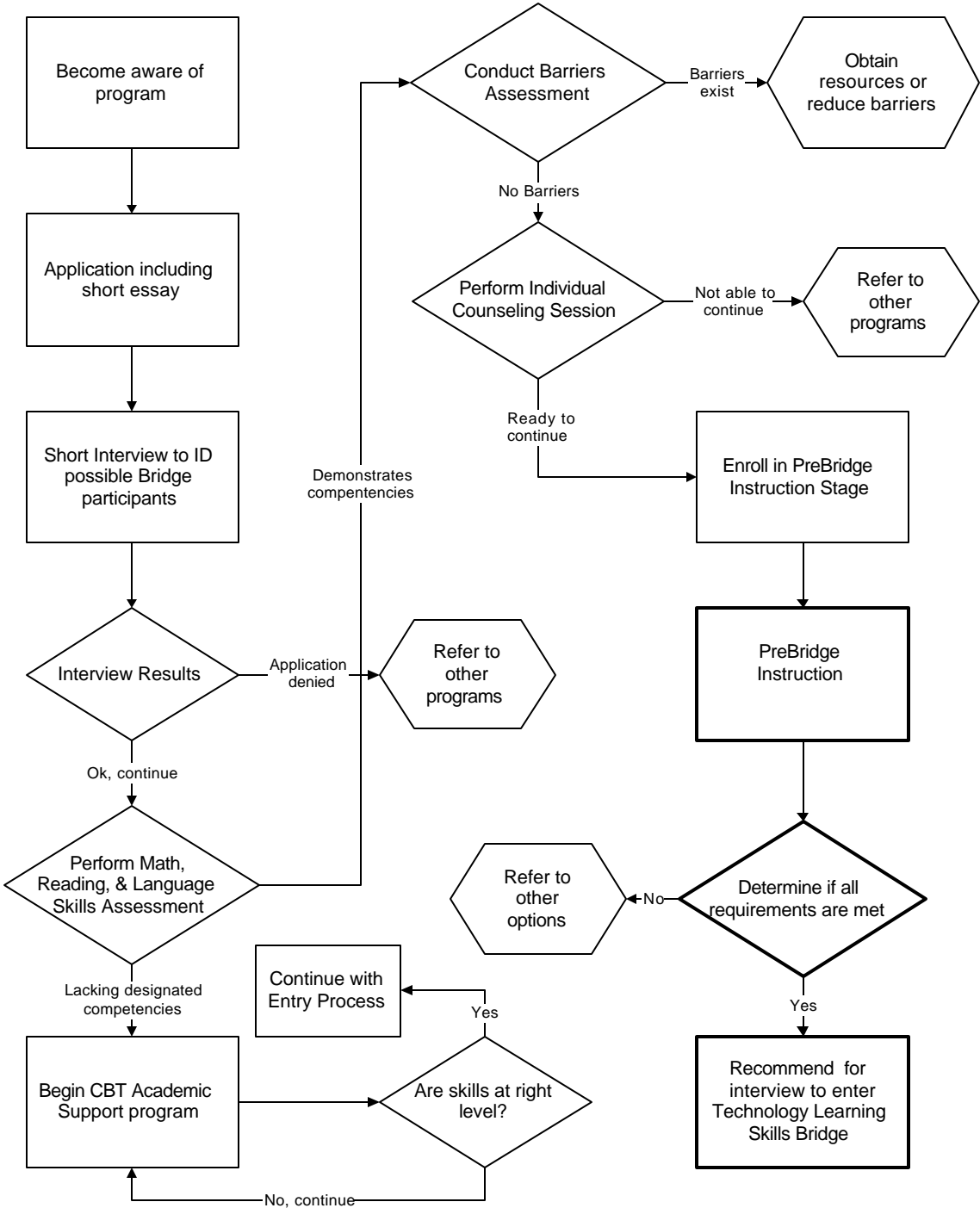
PREBRIDGE  
INSTRUCTOR'S GUIDE

---

- Pending Legal/Criminal Issues
  - Substance Abuse
- If barriers to success endanger chance for successful completion in PreBridge or TLS Bridge programs, client may be referred to other programs or linked to resources to reduce or eliminate barriers.
7. If the client has no apparent barriers to success, the CBO staff will counsel the client on the range of programs available and the kind of commitment in terms of time and effort that are required by each. At this time the client has completed the Qualification Stage and may be enrolled in the next course offering of PreBridge-Instructional Stage.

A flowchart on the PreBridge Participant Process follows on the next page.

### PreBridge Participant Process



## Student Application

Welcome. This form will help us to decide the best course for you at this program. Please fill out the form by yourself. If you cannot answer all the questions, fill out the parts that you can and leave the rest of the form empty. Thank you.

Today's Date: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

1. Where were you born? \_\_\_\_\_

2. How long have you lived in the United States? \_\_\_\_\_

3. How many years did you go to school? \_\_\_\_\_

4. Have you attended any training programs since you went to school? \_\_\_\_\_  
\_\_\_\_\_

5. Are you married? \_\_\_\_\_

6. Do you have children? \_\_\_\_\_

7. Do you speak another language at home? \_\_\_\_\_

8. Do you read newspapers or magazines? \_\_\_\_\_

9. What kind of work do you do? \_\_\_\_\_

10. What do you like to do when you have free time? \_\_\_\_\_

---

On the following pages are some stories about other students who came to our classes.  
Please read the stories.

---

PREBRIDGE  
INSTRUCTOR'S GUIDE

---

Story #1

I need a job. I have two children.  
I need to learn so I can make good  
money. I want my children to have  
a good life.

Story #2

I think I am stuck in a rut. I have not been  
able to find a good job. When I was in  
school we moved around a lot and I did not  
finish. I need to do something to help me.

Story #3

I have made some mistakes in my life but I  
have learned from them. I need a chance to learn  
more so I can get the kind of job I want. I like nice  
things and want to be able to buy them for myself and  
my family. I would like to get my GED.

Story #4

I am looking an opportunity to  
improve myself. I did not do as well in school  
as I could have, but I know I can learn. I have not found the  
kind of job I want. I want to do what it takes  
so I can prepare myself for a career that has a future.  
I would like to learn how to use a computer. I am willing  
to do what it takes to succeed.



PREBRIDGE  
INSTRUCTOR'S GUIDE

---

Estudiante Aplicacion

Estimado Estudiante:

Bienvenido. Este formulario nos ayudará a decidir el mejor curso para usted en este programa. Por favor de llenar el formulario sin ayuda de otra persona. Si no puede contestar todas las preguntas, conteste las que pueda y deje el resto del formulario in blanco. Gracias.

Fecha de Hoy: \_\_\_\_\_

Nombre: \_\_\_\_\_

Dirección: \_\_\_\_\_

Teléfono: \_\_\_\_\_

Fecha de Nacimiento: \_\_\_\_\_

1. ¿Donde nació? \_\_\_\_\_

2. ¿ En qué año llegó a los Estados Unidos? \_\_\_\_\_

3. ¿Cuántos años asistió a la escuela en so pais? \_\_\_\_\_

4. ¿Ha asistido anteriormente a clases de inglés en los Estados Unidos? \_\_\_\_\_

5. ¿En casado? \_\_\_\_\_

6. ¿Tiene hijos? \_\_\_\_\_

7. ¿Qué idioma habla en su casa? \_\_\_\_\_

8. ¿Lee algún periódico o revista en español? \_\_\_\_\_

9. ¿Qué tipo trabajo hace Usted? \_\_\_\_\_

10. ¿Qué le gusta hacer en su tiempo libre? \_\_\_\_\_

Gracias por contestar estas preguntas.

A continuación hay cuentos de otros estudiantes que han venido a esta escuela para aprender inglés. Por favor de leer los cuentos.

PREBRIDGE  
INSTRUCTOR'S GUIDE

---

Cuento #1

Estoy contento.,  
Me siento que estoy aprendiendo.  
Estoy aprendiendo a hablar inglés.  
Estoy empezando una nueva vida en este país.  
En las escuela, mis compañeros y mi maestra  
me ayudan aprender.

Cuento #2

Mi hijo habla inglés.  
Él habla inglés. Con sus amigos.  
Yo le hablo en español.  
Él me habla en inglés.  
Se me hace difícil hablar inglés.  
Por eso, vine a esta escuela para aprender inglés.

Cuento # 3

Llegué a los Estados Unidos en el 1982.  
Llegué a esta escuela para adultos porque  
quería aprender inglés. El primer día en  
escuela, me sentí nervioso.

Cuando yo era pequeño, no podía asistir a la  
escuela. Tenía que trabajar para ayudar a mi familia.

Mi primer día en esta escuela para adultos, no  
sabía qué me esperaba. Pero mi profesora es muy  
buena, y mis compañeros son buenos. Ahora, no me  
siento tan nervioso.

Cuento #4

Tengo 25 años. Tengo dos hijas. Vine a los  
Estados Unidos porque quería una vida mejor  
para mis hijas. Quiero conseguir un buen trabajo.

Ahora, asisto a esta escuela para adultos.  
Practicamos el inglés en la casa, pero no es

PREBRIDGE  
INSTRUCTOR'S GUIDE

---

fácil. Todos mis amigos hablan español. A veces,  
veo los programmas en la televisión en inglés.

No es fácil encontrar tiempo para venir a la escuela.  
Lo hago por mis hijas.



*English Translation of Story Samples***Story # 1**

I am happy.  
I feel like I am learning.  
I am learning to speak English.  
I am starting a new life in this country.  
In school, my classmates and my teacher help me learn.

**Story #2**

My son speaks English.  
He speaks English with his friends.  
I speak to him in Spanish.  
He speaks to me in English.  
Speaking English is very hard for me.  
So now I come to this school to learn English.

**Story #3**

I came to the United States in 1982.  
I came to this school for adults because I  
wanted to learn English. My first day at  
school I felt nervous.

When I was a child, I couldn't go to school  
I had to work to help my family.

My first day at this school for adults, I didn't  
know what to expect. But my teacher was very  
nice, and the other students are very nice. Now  
I don't feel nervous.

**Story #4**

I am 25 years old. I have two daughters. I  
came to the United states, because I wanted a  
better life for my daughters. I want to get a good job.

Now I come to this school for adults. We  
practice English in the classroom. I try to  
practice English at home but that is not easy.  
All my friends speak Spanish. Sometimes I watch  
English programs on television.

It's not easy to find time to come to school. I'm doing it for my daughters.



## *Objectives and Competencies of PreBridge*

The following **competencies have been** judged to be critical to the success of Pre-Bridge students.

- Students will enter the Pre-Bridge Instructional Stage of the program having met the competencies set in reading, writing, speaking, and math.
  - Reading/Writing Skills
    - ability to write 100 words in 15 minutes
    - understand complete sentences
    - verb agreement
    - reading a newspaper article and writing a 4-6 sentence summary.
  - Math competencies
    - including measurement
    - algebraic thinking
    - proportional reasoning.
- Students will have conversational English skills so they can participate in discussions and access ESL support if needed.
- Students will have an opportunity to demonstrate a commitment to completion over a period of time by actively participating in all facets of instruction.
- Students will have an opportunity to demonstrate good attendance and punctuality. Absence and/or tardiness will affect the decision to proceed to the Technical Learning Skills Bridge (TLSB).
- Students will have time to adjust to the classroom environment before entering the TLSB by attending classes presented in a schedule similar to subsequent programs.
- Students' barriers to success will be identified and resolved with support services before entering subsequent programs. These barriers may include transportation, child care, housing, substance abuse, etc. This will be part of the Qualification Stage, but will continue throughout Pre-Bridge and Bridge if needs change or barriers develop.
- Skill Assessment, with the exception of writing skills, will be completed in the Qualification Stage. Academic support will begin on an individual basis if necessary so all Pre-Bridge students will have met the competencies identified for reading, writing, speaking and math skills. Those with skill levels that fail to meet competencies will be given an opportunity to use the learning lab computer-based materials to increase skill levels for entry.
- Students will meet minimum proficiency standards with computers so they can be comfortable with TLS Bridge assignments that will include using the computer to keep a journal, produce written assignments, and other computer-related tasks.
- Students will practice keyboarding skills use and understand the critical keys of the keyboard and attain a typing speed of 25 wpm.

## ***Synopsis of Curriculum Topics in Pre-Bridge Instruction Stage***

### **1. Learning Strategies/Life Skills**

- Objective: To acquaint students with their personal learning style and a variety of strategies for learning, coping, organizing, positive thinking, etc.
- Lessons/Materials:
  - Improving listening skills—becoming a more active listener
  - Learning styles inventory
  - Improving concentration
  - Effective listening
  - Attention and listening strategies
  - Motivation—what motivates you? Discussion of barriers and overcoming them.
  - Setting goals
  - 5 elements of a useful goal
  - Concentration
  - SQ3R (Survey, Question, Read, Recite, Review)
  - General approach to unfamiliar vocabulary words—
  - Are you stressed out?
  - Stress Profile
  - Coping Skills
- Competency: awareness.

### **2. Confidence Building**

- Objective: To gain basic awareness and insight to self-confidence issues
- Lessons/Materials:
  - Overcoming negative attitudes about tests
  - Test Anxiety
  - Ladder of Achievement
  - The Choice is Mine
  - Math Memories
- Competency: None, awareness

### **3. Communication skills**

- Objective: To provide foundation skills and raise awareness of basic communication skills—reading, writing, speaking, listening.
- Lessons/Materials: Reading, Writing, Speaking, Listening
  - To understand and identify the behaviors of good interpersonal communication
  - To recognize the difference between factual and emotional communication and respond accordingly

- 3 parts of a spoken message
- I-messages
- Telling others how you feel about their behavior
- Clarity in writing
- Grammar exercises—verb agreement and irregular verbs

#### **4. Health Issues at Work**

- Objective: To raise awareness of health issues that may occur at work.
- Lessons/Materials
  - Airborne Pathogens as related to manufacturing workplaces—Materials from Detroit Health Department—presented by DHDC staff
  - Universal precautions—presented by Latino Family Services
  - The non-deficit approach—cultural sensitivity in the workplace --a 45 minute video—by Guadalupe Lara., Children’s Hospital, Detroit, MI.
  - Substance abuse—DHDC staff Alex Montener

#### **5. Computer Basics**

- Objective: To provide basic computer skills as listed under lessons.
- Lessons
  - Turning a computer on & off
  - Intro to the mouse
  - Opening & closing program icons
  - Building mouse skills
  - Identifying hardware
  - Identifying and using critical keys on the keyboard
  - Identifying, defining, and operating parts of the computer window
  - Typing a document
  - Formatting a document
  - Opening and closing computer files
  - Saving a document on a disk
  - Editing a document
  - Using spell check
  - Computer vocabulary
- Competencies: To be able to demonstrate all skills in hands-on sessions with instructor.

#### **6. Keyboarding**

- Objective: To build familiarity with the keyboard and be able to type 25 wpm.
- Lessons/Materials: *Mavis Beacon Teaches Typing* software

- Competency: Type 25 wpm

## *PreBridge Lesson Plan*

**Format:** 9 weeks Two 2-hour sessions per week **Total Instruction:** 36 hours

	Topic	Approximate Time
Session 1	Welcome/Introductions Ice Breaker Course schedule Course expectations/ Outcomes Writing Activity Keyboarding	10 min. 15 min. 15 min. 20 min. 45 min. 15 min.
Session 2	Review Behaviors of Good Interpersonal Communication Becoming a More Active Listener Writing Activity Keyboarding	15 min. 30 min. 30 min. 30 min. 15 min.
Session 3	Review Non Deficit Approach- Video To recognize the difference between factual and emotional communication / Seek first poster Writing Activity Keyboarding	15 min. 60 min. 15 min. 15 min. 15 min.
Session 4	Review 3 Parts of a Spoken Message Learning styles inventory Writing Activity Keyboarding	15 min. 30 min. 45 min. 15 min. 15 min.
Session 5	Review Overcoming negative attitudes / Ladder of achievement Stress Profile / The choice is mine I-messages Writing Activity Keyboarding	10 min. 30 min. 30 min. 20 min. 15 min. 15 min.
Session 6	Review Telling others how you feel about their behavior Math memories / Test Anxiety Writing Activity Keyboarding	15 min. 45 min. 30 min. 15 min. 15 min.
Session 7	Review Universal Precautions Writing Activity Computer Basics	15 min. 45 min. 15 min. 30 min.

	Keyboarding	15 min.
Session 8	Review Common Writing Errors Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Session 9	Review Airborne Pathogens Writing Activity Computer Basics Keyboarding	15 min. 45 min. 15 min. 30 min. 15 min.
Session 10	Review Motivation Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Session 11	Review Setting goals Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Session 12	Review Improving Concentration Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Session 13	Review Learning Strategies: Text Book Organization, Using the Dictionary, SQ3R Writing Activity Computer Basics Keyboarding	15 min. 30 min.  15 min. 45 min. 15 min.
Session 14	Review General approach to unfamiliar words Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Session 15	Review Substance Abuse Presentation Writing Activity Keyboarding	15 min. 75 min. 15 min. 15 min.

Session 16	Review The writing process Writing Activity Keyboarding	15 min. 75 min. 15 min. 15 min.
Session 17	Review Writing Activity: Performance Evaluation Assessments	15 min. 45 min. 60 min.
Session 18	Culmination Activity	120 min.

### ***Session 1 Instructor Notes***

#### **Welcome/Introduction 10 min.**

- Introduce yourself and welcome them to the class. Tell a little about yourself so they are comfortable with you.
- Give information about location of restrooms and other essential information about the location.
- Explain that sign-in sheets and forms are a necessary part of this program because it is funded with federal dollars. Students will have to sign in for every class and there will be an Entry Form and an Exit Form that must be completed for reporting purposes.

#### **Ice Breaker Activity 15 min.**

- *Who am I like?* Is an autograph exercise. Students must try to get everyone in the class to autograph at least one item. Students may not know anyone or have the tendency to talk with only those they know. This way every person gets an opportunity to talk to everyone else in the class. Time the activity. Allow no more than 10 minutes for the entire exercise. Speed and fun are intended. Then go through the exercise orally, asking for a show of hands for each item. Include yourself in the show of hands.

#### **Course Schedule 15 min.**

- Hand out the schedule of lessons and emphasize how much needs to be accomplished in the short span of 18 2-hour classes. Every minute will be filled with learning activities. Review the major topics that will be addressed in the course.

#### **Course expectations 10 min.**

All students will be expected to

1. Arrive promptly and attend every session.
2. Arrive ready to learn and take part in all activities.
3. Contribute to a safe learning atmosphere where all students are comfortable to learn and ask questions.

#### **Course Outcomes 10 min.**

Students will be:

- Prepared to enter the Technical Learning Skills Bridge with a reading and writing competencies needed for success.
- Able to use conversational English skills and access ESL support if needed.

- Accustomed to demonstrating commitment to completion over a period of time by having actively participating in all facets of PreBridge instruction.
- Able to demonstrate good attendance and punctuality. *Absence and/or tardiness in PreBridge will affect the decision to proceed to the Technical Learning Skills Bridge.*
- Prepared for the classroom environment before entering the TLS
- Ready to meet minimum proficiency standards with computers so they can be comfortable with Technical Learning Skills Bridge assignments that will include using the computer to keep a journal, produce written assignments, and other computer-related tasks.
- Able to demonstrate keyboarding skills and understand the critical keys of the keyboard and attain a typing speed of 20-25 wpm.

#### **Reading Writing Activity: Employer Expectations SCANS**

- Employer Expectations—*SCANS Report for America 2000, Comparing Classroom Styles*
- These two handouts should help clarify the goals we are trying to achieve as well as the method of teaching and learning that we will use to accomplish those goals.
- Ask students to read the SCANS report silently first. Ask if there are any words that are unclear. The SCANS report was commissioned by Ronald Reagan in the early 1990s. He asked the Secretary of Labor to ask business leaders through out the country what skills and competencies were necessary for employees to have in the year 2000. The report took years to complete and was given to President George Bush.
- Point out that SCANS is an acronym—a word made up of the first letters of the words in a phrase.
- If there is time to look at the table on Classroom Styles, discuss how the words compare and contrast are used in learning situations. When looking at similarities we compare; when looking at differences we contrast.
- New terms: acronym SCANS  
compare/contrast

#### **Keyboarding 15 min.**

***WHO AM I LIKE?***

***Find someone who:***

1. Has the more than 5 brothers and/or sisters. \_\_\_\_\_
  2. Was born under the sign of Aquarius. \_\_\_\_\_
  3. Was born east of the Mississippi River. \_\_\_\_\_
  4. Can play a musical instrument. \_\_\_\_\_
  5. Considers blue their favorite color. \_\_\_\_\_
  6. Thinks Halloween is the best holiday. \_\_\_\_\_
  7. Likes the mountains better than the beach. \_\_\_\_\_
  8. Likes the city better than the country. \_\_\_\_\_
  9. Was born in July. \_\_\_\_\_
  10. Has always lived in this state. \_\_\_\_\_
  11. Has experience working in manufacturing. \_\_\_\_\_
  12. Liked math best in school. \_\_\_\_\_
  13. Has gone to school in another state. \_\_\_\_\_
  14. Has a secret desire to be a movie star. \_\_\_\_\_
  15. Has met someone famous. \_\_\_\_\_
  16. Reads the newspaper everyday. \_\_\_\_\_
  17. Speaks more than one language. \_\_\_\_\_
  18. Reads to their children everyday. \_\_\_\_\_
  19. Has visited another country. \_\_\_\_\_
- Remembers a favorite teacher's name.*** \_\_\_\_\_



### *PreBridge Student Schedule*

Date _____	1	Welcome/Introductions Ice Breaker Course schedule Course expectations/ outcomes Writing Activity Keyboarding	10 min. 15 min. 15 min. 20 min. 45 min. 15 min.
Date _____	2	Review Behaviors of Good Interpersonal Communication Becoming a More Active Listener Writing Activity: Keyboarding	15 min. 30 min. 30 min. 30 min. 15 min.
Date _____	3	Review Non Deficit Approach- Video To recognize the difference between factual and emotional communication / Seek first . . poster Writing Activity Keyboarding	15 min. 60 min. 15 min. 15 min. 15 min.
Date _____	4	Review 3 Parts of a Spoken Message Learning styles inventory Writing Activity Keyboarding	15 min. 30 min. 30 min. 30 min. 15 min.
Date _____	5	Review Overcoming negative attitudes / Ladder of achievement Stress Profile / <i>The choice is mine</i> Poster I-messages Writing Activity Keyboarding	10 min. 30 min. 30 min. 20 min. 15 min. 15 min.
Date _____	6	Review Telling others how you feel about their behavior Math memories/Test Anxiety Writing Activity Keyboarding	15 min. 30 min. 30 min. 30 min. 15 min.
Date	7	Review Universal Precautions	10 min 45 min.

_____		Writing Activity Computer Basics Keyboarding	20 min. 30 min. 15 min.
Date _____	8	Review Common Writing Errors Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Date _____	9	Review Airborne Pathogens Writing Activity Computer Basics Keyboarding	15 min. 45 min. 15 min. 45 min. 15 min.
Date _____	10	Review Motivation Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Date _____	11	Review Setting goals Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Date _____	12	Review Improving Concentration Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Date _____	13	Review Learning Strategies: Text Book Organization, Using the dictionary, SQ3R Writing Activity Computer Basics Keyboarding	15 min. 30 min.  15 min. 45 min. 15 min.
Date _____	14	Review General approach to unfamiliar words Writing Activity Computer Basics Keyboarding	15 min. 30 min. 15 min. 45 min. 15 min.
Date	15	Review Substance Abuse Presentation	15 min. 75 min.

_____		Writing Activity Keyboarding	15 min. 15 min.
Date _____	16	Review The Writing Process Writing Activity Keyboarding	15 min. 75 min. 15 min. 15 min.
Date	17	Review Writing Activity: Performance Evaluation Assessments	15 min. 45 min. 60 min.
Date _____	18	Culmination Activity	120 min.

### *Course Expectations and Outcomes*

All of our expectations are based on experiences with 2 groups of students who have entered the Technical Learning Skills Bridge. In previous groups, attendance and promptness, active participation in classroom activities, and behavior that did not contribute to a safe learning atmosphere were major causes of failure to complete. For this reason, they are now expectations in the PreBridge.

#### **Course expectations**

All students will be expected to

- Arrive promptly and attend every session.
- Arrive ready to learn and take part in all activities.
- Contribute to a safe learning atmosphere where all students are comfortable to learn and ask questions.

The outcomes for success in PreBridge are also based on experience with the 2 previous groups of students who entered the TLS Bridge. Because many students did not have learning experiences similar to those in the TLS Bridge, many were not able to complete the course. The TLS Bridge offers an excellent opportunity to prepare for a career in manufacturing, but not everyone who completes PreBridge is automatically recommended to be admitted. The PreBridge will focus on improving the skills needed for the TLS Bridge, but only you can demonstrate the commitment and motivation needed to be recommended to continue.

#### **Course Outcomes**

Students will be:

- Prepared to enter the Technical Learning Skills Bridge with a reading and writing competencies needed for success.
- Able to use conversational English skills and access ESL support if needed.
- Accustomed to demonstrating commitment to completion over a period of time by having actively participating in all facets of PreBridge instruction.

- Able to demonstrate good attendance and punctuality. *Absence and/or tardiness in PreBridge will affect the decision to proceed to the Technical Learning Skills Bridge.*
- Prepared for the classroom environment and understand the kind of behavior that will be expected before entering the TLS Bridge.
- Ready to meet minimum proficiency standards with computers so they can be comfortable with Technical Learning Skills Bridge assignments that will include using the computer to keep a journal, produce written assignments, and other computer-related tasks.
- Able to demonstrate keyboarding skills and understand the critical keys of the keyboard and attain a typing speed of 20-25 wpm.

## *SCANS Report for America 2000*

(Secretary's Commission on Achieving Necessary Skills)

### Five Workplace Competencies

Effective workers can productively use:

- **Resources** - They know how to allocate time, money, materials, space and staff.
- **Interpersonal Skills** -- They can work on teams, teach others, service customers, lead, negotiate and work well with people from culturally diverse backgrounds.
- **Information** -- They can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
- **Systems** -- They can understand social, organizational and technological systems; they can monitor and correct performance; and they can design or improve systems.
- **Technology** -- They can select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment.

### Foundations Skills

Competent workers in the high performance workplace need:

- **Basic Skills** -- reading, writing, arithmetic and mathematics, speaking and listening.

- **Thinking Skills** -- the ability to learn, to reason, to think creatively, and to make decisions and solve problems.
- **Personal Qualities** -- individual responsibility, self esteem and self management, sociability and integrity.

*Classroom Styles*

<b>Conventional Classroom</b>	<b>SCANS Classroom</b>	<b>Active Learning Classroom</b>
Teacher knows answer	More than one solution may be viable and teacher may not have it in advance	Same as SCANS
Students routinely work alone.	Students work with teachers, peers, community members.	Same as SCANS
Teacher plans all activities	Students and teachers plan and negotiate activities.	Similar to conventional.
Teacher decides method of assessment.	Students routinely self assess.	Similar to SCANS; some criteria set by entry into next program..
Information is organized, evaluated, interpreted, and communicated to students by the teacher.	Information is acquired, evaluated, organized, interpreted, and communicated by students to appropriate audiences.	Similar to SCANS; prior knowledge and experience is a valuable part of learning.
Organizing system of the classroom is simple—teacher organizes students.	Organizing systems are complex; teacher and students agree on organization and reach out beyond school for additional information	Blend of conventional and SCANS with emphasis on developing skills for the workplace.
Reading, writing, and math are separate. Speaking and listening is often missing from the curriculum.	Content areas are integrated to maximize problem solving. Speaking and listening are a fundamental part of learning.	Same as SCANS
Thinking is usually theoretical and linear.	Thinking involves problem solving, reasoning, and decision making.	Same as SCANS
Students expected to conform to teacher's behavioral expectations; integrity and honesty monitored by teacher;	Students expected to be responsible, sociable, self-managing, and resourceful; integrity and honesty monitored within social	Same as SCANS

student self esteem often poor.	context of the classroom; student self-esteem is high because they are in charge of their own learning.	
---------------------------------	---	--



## ***Session 2 Instructor Notes***

### **Review: 15 min.**

- Ask students if they have any questions about the first session. Make sure everyone has signed in.
- Review the SCANS skills and competencies and emphasize that each activity is designed to help strengthen those areas.

### **Behaviors of Good Interpersonal Communication 30 min.**

- Ask for a definition of *communication* and *interpersonal* to be sure students understand what the topic is about. Communication is the sending and receiving of information. Interpersonal means between people.
- Ask, “Have you ever heard the old saying, “Actions speak louder than words?” Is it true? Why? Describe a time when someone’s actions spoke louder than their words.
- Why do lawyers coach their clients on how to look and behave before going to court?
- Discussion should focus on what actions or behaviors help or hurt communication. An example of a person talking to their spouse while the spouse is watching television. The spouse keeps saying, “I’m listening, go ahead and tell me more,” but continues to watch TV.
- Appearance and behavior have a strong influence on how one is perceived and judged by others.
- Have a discussion and or demonstration of the kinds of behaviors that help and hurt good communication. How does a person look when they are bored or not interested in the present situation because they have something else to do?
- How does a person look when they are really listening and paying attention to someone who is speaking with them. What does a good listener say. Make a T-chart with “looks like” “sounds like” labels for good communication. Another T Chart with what poor listening skills “look like” and “sound like” should be constructed to contrast the difference. The same kind of discussion could be applied to speaking. Have fun with this, try to act out the behaviors discussed to emphasize what it looks like or sounds like. Be sure to address topics of eye contact, posture and movement, gestures and facial expressions, body language, tone of voice, and characteristics of the voice. A discussion of how this varies by culture is pertinent here. Different cultures and nationalities have different standards of acceptable behavior.
- The discussion should make it clear that each person has the ability to influence how they are perceived by others by changing their behavior and appearance. One might stand up straight or sit up straight and look their boss in the eye while he is talking rather than sit with one’s feet up and read a magazine when the boss comes in.
- Draw 2 T-charts on the board or Flip Chart and label one Good Communication Behavior and the other Poor Communication. Ask students to recall a time when they saw or were part of good interpersonal communication. What does it look like? What does it sound like?

- As an employee how can you affect how people react to you by your appearance and behavior?
- How does a person's voice affect their message? Think of situations where the way the voice sounded influence what the listener thought. When can you be too loud or too soft? By speaking in a distinct, clear voice that is appropriate for the situation, the speaker can affect how the message is received. Discuss appropriate tone and volume in a variety of situations.

**Becoming a More Active Listener 30 min.**

- Can you remember a positive experience when someone listened to you or you listened to someone else? This experience can be recent or in the past. The key is to remember an excellent listening experience
- Think about a time when you thought someone was not listening to you. Discuss characteristics of a good listener. What did the listener do or say to make it a good experience. List characteristics on a T-chart. Discuss the characteristics of a poor listener. What did the listener do or say to make a negative impression. List characteristics of poor listening on a T-Chart
- Design Sheet Activity. Give directions for drawing a design on a piece of paper that has several steps. Listeners follow spoken directions to duplicate the design on their own paper. Compare the design that directions were given for, to the one produced by the listeners. Discuss why this was not easy to do. What kinds of feelings, both physical and mental, did you feel as a listener?

**Writing Activity 30 min.**

- Read
- After reading, ask if there is anything else that should be added to the T-charts for good communication.
- Complete writing exercise.

**Keyboarding 15 min.**

*T Chart for*                      ***Good Listening***                     

**Looks Like**

**Sounds Like**      --

Listener has attention focused on speaker in the following ways:

- Head tilts and nods
- Hands are still
- Eyes focused on speaker
- Body engaged not overly relaxed

- “Can you tell me more?”
- “Uh huh”
- “Can you give me an example?”
- “Do you mean . . .?”

*T Chart for* \_\_\_\_\_

**Looks Like**

**Sounds Like**

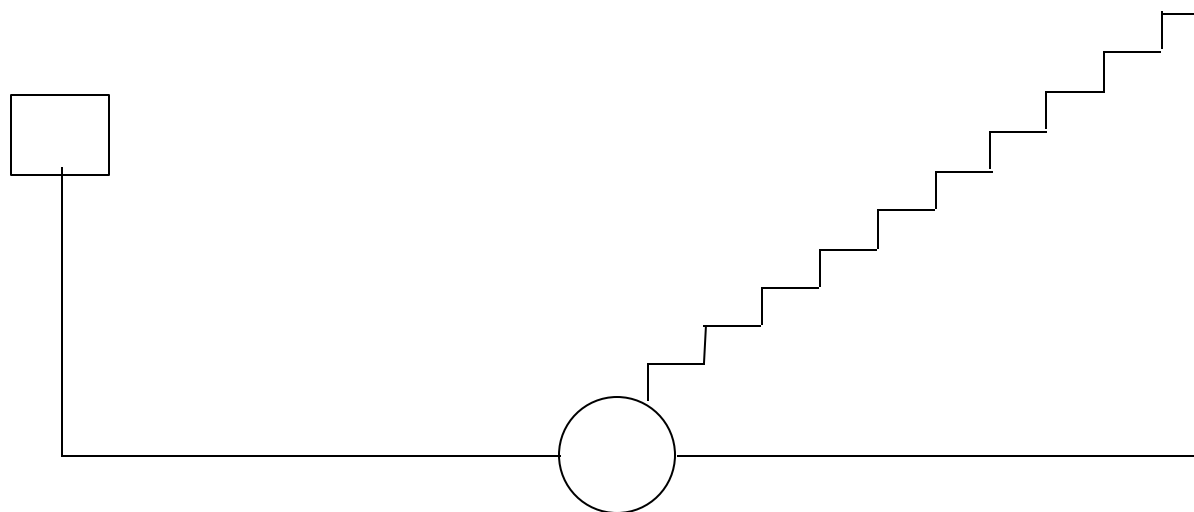
Looks Like	Sounds Like

### *Design Sheet Instructions*

**Instructions:** The directions are to be read only once. Do not repeat them. Pause a reasonable amount of time so the listeners can follow the directions. Continue reading directions even if some listeners appear to be having trouble following directions. For this activity no questions will be answered until the activity is completed.

**SAY: I will only say each direction once.**

- B. Place a sheet of paper in front of you with the short side toward you.
- B. Put a small square in the top left-hand corner.
  1. Draw a straight line about one quarter of the way down the page from the bottom of the square.
  - B. Draw a horizontal line to the center of the paper.
  - B. Draw a circle about the size of the square at the end of that line.
  2. Make a zig zag line from the upper right part of the circle to the upper right hand corner.
  7. Draw a broken line about a quarter of the way down the right margin.
  - B. Draw a straight line back to the circle.
  - B. Sign your name beneath the circle.
  - 10 . Draw three lines under your name.



**Your Name**

---

*Do you listen as well as you hear?*

A 6 year old boy was taken to have his hearing tested by an audiologist. An audiologist is a person who has special training and equipment to measure hearing. The audiologist put him in a special room with a window. She asked him to signal her when he heard sounds. The audiologist used a machine that produced a wide variety of ranges and volumes of sounds. The little boy heard every one. He really enjoyed this test. It was like a game.

After the test, the audiologist talked with his mother. The audiologist said, “He can *hear* a fly walking on the ceiling, but I don’t know how well he *listens*.” What she meant was his ears were working fine. There was no reason to think he had any hearing problem. But listening is a voluntary act. In most cases, we decide whether or not we will listen.

Most of us are born with the ability to hear. We need to learn how to listen. Noise surrounds us all the time. We screen out many noises because we don’t give them any importance. A word or tone of voice can signal us to listen—something important may be happening. We choose what to listen to and this is often based on our past choices.

We choose to listen because:

- B. The message is important
- B. We are interested
- B. We feel like listening
- B. We have listened to this kind of information in the past.

## *Listening Styles*

Your listening style reflects your attitude and behavior and how you will respond. It can be a bridge or a barrier to good communication.

There are four main listening styles: Daydreamers

- Critical listeners
- Compliant listeners
- Active listeners

*Daydreamers* are most difficult to communicate with. There is a far-away look in their eyes. They are physically present, but not “really there.” They are easily distracted and change the subject without warning.

*Critical listeners* are people who listen to find fault. They are so critical of each detail that they often miss the “big picture.” Critical listeners may roll their eyes or frown as they listen. They may ask questions for clarification that are demanding and may make others feel cornered. Usually they have limited eye contact and no time for small talk.

*Compliant or passive listeners* are very quiet and don't give the speaker an opportunity to understand the real feelings or opinions of the listener. They are often shy and want to keep communications pleasant. They sometimes fake attention because they are silently thinking their private thoughts. They usually nod in agreement but add little to the discussion. They often say “That's nice,” or “I see your point.”

An *active listener* is involved with the speaker. A person who only hears is a passive receiver, like a tape recorder, who accepts and stores information.

3. *Active listeners* observe information with all their senses. They note the speaker's posture, body movements, facial expressions and other non-verbal clues. This is particularly important when what you see doesn't fit with what you hear.
4. *Active listeners* interpret. Some people talk in circles, leave out important information, can't find the right words, and still expect to be understood. Active listeners are good at filling in the gaps and weaving meanings from

the threads of information given. To let someone know you are really listening, learn to paraphrase what they've said. Three keys for interpreting the message are:

- Self knowledge—what you know about the topic
  - Desire to understand
  - Asking for clarification
5. *Active listeners* encourage speakers to tell them more if they need more information. It is a good idea to ask, “Can you tell me more about that?” rather than to ask specific questions and lead the conversation.
6. *Active listeners* check out what they hear as they listen to construct meaning. “Does this make sense?” “Is this accurate?” “Am I jumping to conclusions?” “Is the speaker jumping to conclusions?” But when checking out the information, it is better to ask more open questions like “what” and “how” than the accusing “why.” A good listener doesn't make his questions feel like a cross examination. Examples of questions that clarify are:
- “*Is this what you mean when you say . . . ?*”
  - “*This is how I interpret what you are saying . . . Am I correct?*”
  - “*I'm not sure I understand your meaning, could you give me an example?*”

The purpose of the check is for completeness, accuracy, and understanding. It tells someone that you've been listening carefully and you have made some interpretations and want to make sure they are on target. The listener checks out when s/he is uncertain about something or is not sure s/he has the idea.

Sometimes, even when we want to listen, anger, frustration, grief or hostility can act as *emotional cotton* in our ears. We tend to hear what we expect or want to hear and filter out that which doesn't fit with our feelings and attitudes. The three keys to receiving the message are to:

- Pay attention
- Select what is important
- Recognize emotional messages

When you listen to someone, you unconsciously begin to compare how you would feel in a similar situation or what you would do if you found yourself in those shoes. Sometimes you may drift away from what a person is saying

and focus on your reaction to it. This is NOT active listening because your focus is not on the person speaking. You only appear to be listening at these times, but you are really waiting for your turn to talk.

### *Is smiling important?*

Smiling is important—especially if it fits the situation. People have a strong tendency to smile or not to smile. When it comes to smiling, people in business can be sorted into 3 groups:

- those who have naturally open and smiling faces
- those who have neutral faces that can change quickly to a smile or a frown
- those who look serious and intense whether they are or not.

The smilers have a distinct advantage when communicating with others. Listeners are usually more open to their ideas. Smilers can also give bad news more readily.

Those who have neutral faces, can learn to use smile in appropriate situations. Those who have serious and intense faces have a disadvantage when communicating. They may not even realize how their face looks. You may know someone at work or in your neighborhood who has the reputation of being “mean” or “hard to talk to” but once you get to know them, you realize that their expression doesn’t really project the person inside.

### *How well do you listen?*

Most people believe they are good listeners. We seem to believe because we are hearing, we are listening. Much of the time we THINK we are listening. Bad habits, like interrupting, allowing ourselves to be distracted, jumping to conclusions, daydreaming, or giving in to boredom, stop us from becoming the kind of listeners we think we are.

The only way to make progress is to consciously change. Change begins with honest self-evaluation of our strengths *and* weaknesses. First, identify your listening weaknesses and decide which changes you want to make. Second, plan positive steps for action. Third. Practice specific listening skills at every opportunity.

You can make dramatic improvements in your ability to listen effectively. Be aware that listening is hard work. It requires patience, persistence, and a plan for listening skills to improve.

Experts estimate that 80% of each business day is spent communicating. At least half of that is spent listening. Communication skills in an average business day are broken down this way:

Listening	45%
Speaking	30%
Reading	16%
Writing	9%

Most people listen at an efficiency rate of about 50% during the first part of an oral communication. The efficiency rate drops quickly, and most people average a listening efficiency of about 25%

The best listeners we know are often our role models or professional counselors. The worst listeners we know are often related to us, probably because we save our worst behaviors for the people closest to us. It is not

unusual to discover that our best friends think we are good listeners and our families think we are poor listeners. Bosses usually rank their employees' listening skills higher than they would rate themselves because we tend to listen to them better than others. We are more attentive when there is a direct payoff or penalty

*Rate your Communication Skills*

How well do you communicate with other people?

How do your communication skills affect your work?

In this activity, you will have the opportunity to be the judge of your own communication skills and identify the ones you want to improve.

Directions: Read the following statements and check the response that is true about you.

	Already do well	Want to Improve
1. I do ask questions when I don't understand.	_____	_____
B. To understand what someone else has said, I repeat it to myself.	_____	_____
B. I do watch for body language when communicating with others.	_____	_____
4. I give clear directions.	_____	_____
5. My requests are easily interpreted.	_____	_____
6. I explain my opinions effectively.	_____	_____
7. I appreciate other people's opinions.	_____	_____
8. I appreciate constructive criticism.	_____	_____



### ***Session 3 Instructor Notes***

#### **Review 15 minutes**

- Review the behaviors of good interpersonal communication. Ask if there were times since the last class that you noticed either a good or poor skill in anyone's conversation.

#### **Non Deficit Approach 60 min.**

- Set up video. Define deficit.
- View video.
- Discuss non deficit approach

#### **Recognize the difference between factual and emotional communication 15 min.**

- Have you ever been in a situation where some topic, words, or attitude "hit a nerve?" What happened to your listening ability? Everyone has emotional "hot buttons" that are pushed by certain topics or words. When hot buttons are activated we may react in several different ways; tune out, distort, prejudice, react. Etc. Listening is certainly impacted.
- Have you ever had a rough day at school or work and found yourself growling at your family or friends when you got home? A person's emotional state affects how they interact with others. Generate a list of things people say when they are upset.
- Decide how simple commands might sound depending on different situations. Using the words "come here," how would you sound when you coaxed a frightened puppy or kitten out of a corner? How would you sound when you called to your 8 year old who had been caught playing with matches? How would a boss sound who had just been chewed out by his boss and now needed to talk to an employee about a problem?
- Discuss how tense situations can be defused or handled so they do not get worse. Brainstorm a number of ways to react. Using students personal experiences, try to show that there are ways to handle potentially explosive situations. Simple statements like, "Sounds like you're having a bad day. I'll come back another time" or taking a deep breath and counting to 10 before you respond may help you choose your words more carefully.
- It's important to stress that there is no right way to respond in a situation, there are many choices. A person assesses the situation and makes a choice based on his or her skills, background, and experiences.
- *Seek first* Poster

#### **Writing Activity 15 min.**

- Door Openers
- Writing Activity

#### **Keyboarding 15 min.**

### *Door Openers*

(Adapted from *Fathering*, Minn. Educational Services)

Door openers are invitations to say more. They are responses that do not communicate any of the listener's own ideas or judgments or feelings, yet invite the speaker to share ideas, judgments or feelings. **Door openers convey acceptance.**

The simplest of these are such non-committal responses such as:

I see.

Really.

Oh.

Mm Hmm.

No fooling?

How about that!

You did, hmm.

Interesting.

Is that so?

More explicit responses that convey an invitation to talk or say more are:

Tell me about it.

I'd like to hear about it.

Tell me.

I'd be interested in your point of view.

Would you like to talk about it?

Let's discuss it.

Let's hear what you have to say.

Tell me the whole story.

I'm listening.

Sounds like you have got something to say about this.

This seems like something important to you.



Seek first  
to understand,  
then to be  
understood.



### ***Session 4 Instructor Notes***

**Review 15 min.**

Review the non deficit approach. Ask if there was any opportunity to apply the techniques since we watched the video. Ask for students to review how to spot emotional communication and some good ways to respond to it.

**Three parts of a Spoken Message 30 min.**

**Learning Styles Inventory 45 min.**

**Writing Activity 15 min.**

**Keyboarding 15 min.**

### *The 3 parts of a spoken message*

There are three main parts of every spoken message.

1. *The message itself*—the words that are used (*Verbal*)
2. *The voice*—how the voice sounds, how the voice modulates (intonation), if it goes up and down as compared to being monotone or dull, and how loud or soft it is, also called projection. (*Vocal*)
3. *The look of the speaker*—how the speaker uses his face, expressions, and body movements while speaking. (*Visual*)

An effective speaker knows how to put all three together so the message is consistent. Often speakers give inconsistent messages because the 3 parts don't add up. Think of a person who tells you everything is "fine" when you can see eyes full of tears and hands that are shaking.

The way a person looks while speaking is usually the most important part of the message. In a recent poll, over 50% said that the visual part of the message gives the most information. The voice itself is the next most important part of the message. Almost 40% said the intonation and projection of the voice determined how the message was received. Less than 10% said the words were the most important part of the message.

#### **Watch for these behaviors**

There are behaviors (body and facial movement)s that give clues to a listener.

- *Eye communication.* Look steadily and sincerely at your listeners.
- *Posture and movement.* Standing tall or sitting straight and moving naturally and easily is recommended. Going back on one hip may send the subconscious message that says, "I don't want to be here." Also rocking side to side, or going back and forth on your heels and toes says you'd rather be doing something else.
- *Gestures and facial expressions.* Try to be relaxed and natural when you speak. Avoid nervous gestures like pushing up your glasses or tapping your fingers or toes. Try to recognize what your nervous gestures are and consciously try to avoid them.
- *Movements.* Make direct movements when you are speaking, movements that have a purpose. Never back away from your listeners. Move toward them, especially at the beginning and end of your communication.

Keep in mind that different cultures have different ideas about how much space should be between people. If you have ever felt uneasy because your personal space was invaded, you know what that distance is for you. Remember also, that some people do not want to be touched

### *Learning Styles Inventory*

Statement	Most like me		Least like me	
1. Making things for my studies helps me to remember what I have learned.	4	3	2	1
2. I can write about most things I know better than I can tell about them.	4	3	2	1
3. When I really want to understand what I have read, I read it softly to myself.	4	3	2	1
4. I get more done when I work alone.	4	3	2	1
5. I remember what I have read better than what I have heard.	4	3	2	1
6. When I answer questions, I can say the answer better than I can write it.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
B. I enjoy joining in on class discussions.	4	3	2	1
9. I understand a math problem that is written down better than one that I hear.	4	3	2	1
10. I do better when I can write the answer instead of having to say it.	4	3	2	1
11. I understand spoken directions better than written ones.	4	3	2	1
12. I like to work by myself.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I would rather show and explain how a thing works than write about how it works.	4	3	2	1
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	4	3	2	1
16. I prefer to work with a group when there is work to be done.	4	3	2	1
17. A graph or chart of numbers is easier for me to understand than hearing the numbers said.	4	3	2	1
18. Writing a spelling word several times helps me to remember it better.	4	3	2	1
19. I learn better if someone reads a book to me than if I read it silently to myself.	4	3	2	1
20. I learn best when I study alone.	4	3	2	1
21. When I have a choice between reading and listening, I	4	3	2	1

usually read.				
22. I would rather tell a story than write it.	4	3	2	1
23. Saying the multiplication tables over and over helps me remember them better than writing them over and over.	4	3	2	1
24. I do my best work in a group.	4	3	2	1
25. I understand a math problem that is written down better than one I hear.	4	3	2	1
26. In a group project, I would rather make a chart or poster than gather the information to put on it.	4	3	2	1
27. Written assignments are easy for me to follow.	4	3	2	1
28. I remember more of what I learn if I learn it alone.	4	3	2	1
29. I do well in classes where most of the information has to be read.	4	3	2	1
30. I would enjoy giving an oral report to the class.	4	3	2	1
31. I learn math better from spoken explanations than written ones.	4	3	2	1
32. If I have to decide something, I ask other people for their opinions.	4	3	2	1
33. Written math problems are easier for me to do than oral ones.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I don't mind doing written assignments.	4	3	2	1
36. I remember things I hear better than things I read.	4	3	2	1
37. I learn better by reading than by listening.	4	3	2	1
38. It is easy for me to tell about the things that I know.	4	3	2	1
39. I make it easier when I say the numbers of a problem to myself as I work it out.	4	3	2	1
40. If I understand a problem, I like to help someone else understand it too.	4	3	2	1
41. Seeing a number makes more sense than hearing a number.	4	3	2	1
42. I understand what I have learned better when I am involved in making something for the subject.	4	3	2	1
43. The things I write on paper sound better than when I say them.	4	3	2	1
44. I find it easier to remember what I have heard than what I have read.	4	3	2	1
45. It is fun to learn with classmates, but it is hard to study with them.	4	3	2	1

*Learning Styles Inventory Score Sheet*

**Visual Language**

05-- \_\_\_\_\_

13-- \_\_\_\_\_

21-- \_\_\_\_\_

29-- \_\_\_\_\_

37-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Social-Individual**

04-- \_\_\_\_\_

12-- \_\_\_\_\_

20-- \_\_\_\_\_

28-- \_\_\_\_\_

45-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Auditory Numerical**

07-- \_\_\_\_\_

15-- \_\_\_\_\_

23-- \_\_\_\_\_

31-- \_\_\_\_\_

39-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Visual Numerical**

09-- \_\_\_\_\_

17-- \_\_\_\_\_

25-- \_\_\_\_\_

33-- \_\_\_\_\_

41-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Social – Group**

08-- \_\_\_\_\_

16-- \_\_\_\_\_

24-- \_\_\_\_\_

32-- \_\_\_\_\_

40-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Kinesthetic –Tactile**

01-- \_\_\_\_\_

18-- \_\_\_\_\_

26-- \_\_\_\_\_

34-- \_\_\_\_\_

42-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Auditory Language**

03-- \_\_\_\_\_

11-- \_\_\_\_\_

19-- \_\_\_\_\_

36-- \_\_\_\_\_

44-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Expressiveness – Oral**

06-- \_\_\_\_\_

14-- \_\_\_\_\_

22-- \_\_\_\_\_

30-- \_\_\_\_\_

38-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

**Expressiveness – Written**

02-- \_\_\_\_\_

10-- \_\_\_\_\_

27-- \_\_\_\_\_

35-- \_\_\_\_\_

43-- \_\_\_\_\_

Total \_\_\_\_\_ x 2 = \_\_\_\_\_

Score:

33-40 = Major learning style

33-41 Minor learning style

5-19 = Seldom used

### *Learning Styles Descriptive Information*

- **Visual Language:** These students learn language skills by sight, mainly by reading and watching. They tend to be fast thinkers, to gesture freely while talking, and to communicate very clearly and concisely. They learn well from the demonstration process—must see to understand.
- **Visual Numeric:** These students do better with numbers when they see them written. They must see to understand. Learn best by reading and watching. They tend to be fast thinkers.
- **Auditory Language:** These students learn better by listening. (Individuals with low auditory skills may have trouble taking notes.)
- **Auditory Numeric:** These students are better with numbers when they can hear them spoken. (Individuals with low auditory skills may have trouble taking notes.)
- **Tactile/Kinesthetic:** These students are feeling and touch oriented, good at hands-on tasks, good linguists, and very sensitive to others' feelings. They learn best by doing and moving. Good ways to learn are hands-on projects, or experiments, writing down information, and applying it to real-life situations. They may have difficulty sitting for long periods of time.
- **Social Individual:** These students usually prefer to study on they own.
- **Social Group:** These students usually learn best by interacting with a group.
- **Oral Expressiveness:** Means how well students express themselves verbally. These students usually do well in speech classes, they need to talk about the information to be learned, and to express their ideas and

opinions.

- **Written Expressiveness:** This means how well students express themselves in writing.



## ***Session 5 Instructor Notes***

### **Review 10 min.**

*3 Parts of a spoken message and Learning styles.*

### **Overcoming negative attitudes 30 min.**

- Discuss feelings and attitudes connected to “tests.” When I say the word “test”, what comes to your mind?  
How do you feel about taking tests?  
Can you think of a time you took a test that didn’t go well?  
What thoughts went through you mind when you got ready for that test?  
What might have helped you do better in that situation?  
What attitude is most helpful when taking a test?

Instructor role plays a test taker with a poor attitude who rushes into the room, unprepared, has no knowledge of the test or test format.

- Scenario: Employee has been instructed to take a die setting test at 2:00 PM on Monday. Employee arrives one minute before test is scheduled with no pencil, no glasses, and no understanding of what the test covers. “My supervisor told me to be here at 2 o’clock. What does this test cover? I don’t know if I really want to do this. I hate taking tests. I never do well on tests.”
- Discuss the saying, “Whether you think you can or you think you can’t, you’re probably right!”
- What could the employee have done to change his attitude about taking this test? Brainstorm.
- What should anyone do ask before taking a test?
- How can an employee prepare for the die setter test?
- What techniques or actions can help an employee prepare for a test?
- Can you change your attitude about taking tests?
- How can positive attitudes influence performance?
- How do athletes *psych* themselves up for a big game?

### ***Ladder of achievement***

- Where do you stand on the ladder of achievement when it comes to tests?

### **Stress Profile 30 min.**

The Choice is Mine

### **I-Messages 20 min.**

### **Writing Activity 15 min.**

**Keyboarding 15 min.**

*Ladder of Achievement*

100%	I did
90%	I will
80%	I can
70%	I think I can
60%	I might
50%	I think I might
40%	What is it?
30%	I wish I could
20%	I don't know how
10%	I can't
0%	I won't

*Just Do It*

Mother and father told you repeatedly  
Crazy people talk to themselves.  
Still you heard the voice  
Loud and clear.  
Just do it.  
Learn how to hit a fastball, work on your left hand shot  
Study harder, study longer. Get a raise.  
Crazy people talk to themselves.  
And still you heard the voice.  
Just do it.  
Lose the gut.  
Master a third language.  
Swim across the lake.  
Climb the Tetons.  
Go to the library and find out how electricity works.  
Crazy people talk to themselves.  
And still you heard the voice.  
Just do it.  
Bench press your weight.  
Finish a marathon.  
Develop a backhand  
Switch careers.  
Crazy people talk to themselves.  
And finally  
You realize,  
Only a madman  
Doesn't listen.

Anonymous: Theme from Nike

---

*Stress Profile*

1. I enjoy and accept expressions of warm feelings from others.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
2. Having time for myself is important to me.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
3. When I am stressed, my mind goes blank.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
4. I trust my judgement.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
5. I have trouble controlling my impulsiveness.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
6. I know where to find the information that I need.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
7. It is difficult to forget about my problems and worries and just have fun.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often

	<input type="checkbox"/> ○ Most of the time
8. When needed, I am able to accept support from others.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
9. I find myself in overwhelming situations.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
10. I like finding out about new things.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
11. I believe that there is a way out of every situation.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
12. When needed, I use objects for purposes other than those for which they were originally designed.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
13. I am able to apply what I have learned to new situations.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
14. When I am in trouble, it's hard to find someone to talk to.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
15. I perceive other people's emotions.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes

	<input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
16. I am capable of developing a strategy that would get me where I want to be.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
17. Before making a decision, I am able to foresee the outcome and possible consequences.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
18. I prefer being the observer, rather than taking risk by initiating an action.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
19. I accept my mistakes and learn from them.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time

20. I get easily discouraged.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
21. When the situation changes, I adjust my plans.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
22. I am able to mobilize the physical, emotional and mental energy I need to accomplish a task.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
23. I react inappropriately when I am caught by surprise.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
24. I take time to relax.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
25. It's difficult for me to find the appropriate response in a given situation.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
26. I set goals that I am able to achieve.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
27. I prefer routine to being surprised.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time

28. When I fail, I am devastated.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
29. When I have problems, I prefer to keep them to myself.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time

<p>30. I hate changing environment (moving, changing job/school, traveling.)</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>31. I find it difficult to learn new things.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>32. I understand what others expect from me.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>33. When something I wanted doesn't work out, I get rapidly back on my feet.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>34. Other people see relationships between things or situations that I cannot grasp.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>35. I feel free to be playful.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>36. In a given situation, I react the same way, whatever the circumstances are.</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>
<p>37. I enjoy active recreation (the outdoors, sports, reading, interactive entertainment.)</p>	<p><input type="checkbox"/> Almost never  <input type="checkbox"/> Rarely  <input type="checkbox"/> Sometimes  <input type="checkbox"/> Quite often  <input type="checkbox"/> Most of the time</p>

38. I rely on others to make my decisions or solve my problems.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
39. I am able to communicate my needs.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
40. To solve an important problem, I outline a few strategies and choose the one that seems to be the best.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
41. I despise compromise.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
42. I use my mental ability to its full potential.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
43. When a situation requires a change of plan or strategy, I feel confused.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
44. In light of new developments, I am willing to change my opinions.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time
45. I find reasons to laugh.	<input type="checkbox"/> Almost never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Quite often <input type="checkbox"/> Most of the time

*Are you stressed out?*

- Do you worry about things too much?
- Does your jaw feel tight and ache?
- Do you find yourself not having enough time?
- Have you had an increase in physical illness?
- Do you have trouble remembering things?
- Do you rely on drugs or alcohol to cope?
- Are you concerned about getting burnout?
- Do you feel tired and worn out?
- Do your teeth hurt?
- Do you easily get frustrated?
- Do you have trouble sleeping?
- Do you feel tense or uptight?
- Are your muscles always tense?

**Symptoms of too much stress**

Exhaustion/fatigue	Sleep disturbances	Headaches
Weight changes	Increase in conflicts with others	Health problems
Teeth grinding	Muscular tightness	Hurrying
Increased accidents	Decreased productivity	Inability to concentrate
Increased anger	Decreased emotional control	Withdrawal or clinging
Feeling easily frustrated	Often worried	Uncoordinated
Feeling immobilized		

**What causes Stress?**

Worrying	Expecting problem-free living	Being a perfectionist
Financial problems	Being competitive	Dating
Being self-critical	Athletic events	Making assumptions
Moving	Feeling powerless	Making decisions
Hurrying	Illness	Comparing
Being pessimistic	Expecting too much from others	School

### *Coping with stress*

Stress is a normal part of life. It helps to motivate and energize you. Some stressors are positive events. Others are negative. Too much stress though can be harmful to you. It is important to develop daily coping strategies to deal with stress so it does not build up into overload.

- **DEVELOP A SUPPORT SYSTEM.** Talk it out with friends or family. See a counselor.
- **CHANGE YOUR ATTITUDE.** Think about the stressful event in a different way. Find the positive side. “Life is 10% what happens to us and 90% how we react to it.”
- **POSITIVE SELF-TALK.** Give yourself a pep talk. “I can handle it.” “I’ll make it to the end.”
- **PRACTICE ACCEPTANCE.** Accept the things you cannot change.
- **GET ORGANIZED.** Plan, schedule, establish priorities.
- **TAKE CHARGE.** Take responsibility for your life. Find solutions to problems instead of worrying about them. Schedule your time.
- **TAKE BREAKS.** Learn to take short breaks during the day to change the pace.
- **TAKE CARE OF YOURSELF.** Proper nutrition and rest are important.
- **GET PHYSICAL EXERCISE.** Walk, jog, do something—move those muscles.
- **LEARN TO RELAX.** Have a regular relaxation routine. Try meditation, yoga, quiet time, biofeedback,--something that teaches you to relax.
- **SLOW DOWN.** Know your limits. Learn to say no. Cut back on the number of things you do.
- **LAUGH.** Do something fun. See a funny movie, read a joke book.
- **GET A HOBBY.** Play is important, it brings balance to your life.

*The Choice is Mine*

*I choose to live by choice  
Not by chance.*

*I choose to make changes  
Not excuses*

*I choose to be motivated,  
Not manipulated*

*I choose to be useful,  
Not used.*

*I choose self-esteem,  
Not self-pity.*

*I choose to excel,  
Not compete.*

*I choose to listen to my inner voice,  
Not to the random opinion of  
crowds.*

By Alexandra Starr

## *I-Messages*

An *I-message* is used to tell others your thoughts, feelings and ideas. Sometimes an *I-Message* explains why you feel the way you do. *I-messages* can be used for four different purposes.

- Using I-messages to help build friendships.
- Using I-messages to say NO.
- Using I-messages to ask for help.
- Using I-messages when you have a problem with someone.

### **1. Using I-messages to help build friendships.**

When you send I-messages you are telling others about yourself. Honest I-messages allow others to know the real you. This helps build friendships. If you never say what you think or feel, others cannot know you.

Examples: I am enjoying this class.

I don't like to dance.

I think the President is doing a great job.

I feel uncomfortable sending an I-message.

### **2. Using I-messages to say NO.**

Why do you say *yes* when you want to say *no*? There are many answers to this question. It may be too difficult or too painful for you to say no. You may fear that others will not like you. You may feel guilty. You may feel that it's your duty to say *yes*. There are many reasons. Sometimes you may not even think that you have a choice and say *yes* without thinking. Other times, you may be confused or undecided about how you feel. You say *yes* and then later wish you had said *no*.

I-messages can be a great help when you want to say *no*. An I-message used to say no has two parts: *how you feel* and *why you feel that way*. It is not always necessary to give a reason but sometimes it is helpful for the other person to understand that your decisions are based on your important needs

and values and that you are in control. If you can't decide whether to say *yes* or *no*, you should say so. Let the person know your decision later.

When you say *no*, you do not have to say that you are sorry. You haven't done anything wrong. You simply don't want to be unable to do what has been requested.

Examples: No, I don't want to loan you my car because I have to use it.  
No, I can't come to your party because I have other plans.  
I don't know for sure if I can do that. I'll call you back tonight.

### **3. Using I-messages to ask for help.**

I-messages can be used to ask for help. These I-messages have 2 parts: *What you want or need* and *the reason you want it*.

Examples: I would like you to play quietly for 30 minutes after I get home from work because I need to rest.

I need your help in cleaning the kitchen after supper so I can get done sooner and enjoy the evening with you.

### **4. Using I-messages when you have a problem with someone.**

Sometimes people may do things that get in the way of your meeting your own needs (like playing the radio too loudly or being late for an appointment).

A *you-message* is often our first reaction when we are upset with someone's behavior. Example: "you don't care how I feel or you wouldn't be doing that!" This is not good because it may hurt the self-esteem of the person, make them angry, and/or make them unwilling to cooperate.

It is best to be assertive and send an I-message. An I-message, used with another person's behavior is unacceptable has 3 parts:

It describes the behavior of the person that is bothering you

It describes your feelings

It describes the effects of the behavior on you.

1. Which of the messages below would make you feel more like cooperating?

- a. You never put my scissors back after you use them. Do you think I like to run around looking for them?
  - b. When you don't put the scissors back it really bugs me because I have to have to spend time looking for them..
- 
2. A. You shouldn't go out without a hat and mittens in this cold weather. Don't you have any brains?
  - B. When you go out without a hat and mittens, I'm really concerned because I'm afraid that you'll get sick..



## ***Session 6 Instructor Notes***

### **Review 15 min.**

- Review the topic of stress, symptoms of stress, coping with stress. Ask if anyone had a chance to use any coping strategies since the last class.
- Review I-messages. Find out if anyone had a chance to use this techniques.

### **Telling others how you feel about their behavior 45 min.**

### **Test Anxiety 30 min.**

- Discuss the meaning of the word *anxiety*. “When I say anxiety (write the word on board), what comes to your mind?”
- Can you think of a time when you were anxious?
- How does your body react when you are anxious?
- Think of a time you were nervous or anxious about taking a test. List reactions to test anxiety.
- Do you think it is possible to manage anxiety, especially when it comes to taking tests?
- Discuss learners’ experiences with anxiety.
- Discuss physiological reactions to anxiety and how they vary.
- Discuss “test anxiety,” and how reactions can vary.
- Ask students to suggest ways test anxiety can be managed.
- Hand out a sample math test and ask students to just LOOK at it a minute or two.
- Ask them to think about the kinds of feelings that looking at the math test produced. Then pass out *Math Memories* sheet. Ask students to complete the sentences. Be sure to clarify that no names should be put on these sheets because it doesn’t matter for this exercise.
- Once *Math Memories* is completed, collect them. You can shuffle them and redistribute them so everyone reads someone else’s or read a few comments from each.
- Organize them into 3 categories; *Positive*, *Negative*, and *Neutral*. Considering their own experiences and what they have heard or read about others, try to categorize the kinds of math experiences the students in the class have had.
- This activity is designed to deliberately recapture feelings about school math experiences. Many adults in remedial classes have had negative experiences. The point of this lesson is to help students recognize that they are not alone in their fears and anxieties about math. By encouraging students to attend to their feelings about math instead of avoid them, it is hoped that feelings of isolation will be reduced and group discussion and sharing will be promoted. (Taken from *The Long Road to Exorcism* by Joy Walker, *Good Practice*, July 27, 1995. [http://www.deet.gov.au/pubs/g\\_p/gp27/story1.htm](http://www.deet.gov.au/pubs/g_p/gp27/story1.htm))

**Writing activity #6 15 min.**

**Keyboarding 15 min.**

### ***Telling Others How You Feel About Their Behavior***

Identify the three parts of the I-message for each situation and put them together to make an I-message.

**Example:** You always serve supper at 6 o'clock and you expect the whole family to be there. Lately the kids have been about 15 minutes late.

*Description of behavior:* Kids are 15 minutes late for supper.

*Feelings:* Annoyed, impatient

*You-message:* You're late again! You don't care that I've spent the last hour making supper. All you think of is yourselves.

*I-message:* When you're 15 minutes late for supper, I feel annoyed because I have to eat alone, the food gets cold, and it takes longer for the kitchen clean up.

1. Your friend keeps dropping in to visit when you're just ready to eat.

*Description of behavior:*

*Feelings:*

*Effects on me:*

*I-message:*

2. Your child's other parent repeatedly brings your child back late from visits.

*Description of behavior:*

*Feelings:*

*Effects on me:*

*I-message:*

3. Your child doesn't clean up the kitchen after making a snack.

*Description of behavior:*

*Feelings:*

*Effects on me:*

*I-message:*

4. Your boss sets an unreasonable deadline for you to complete your work.

*Description of behavior:*

*Feelings:*

*Effects on me:*

*I-message:*

5. You make arrangements with a co-worker to carpool to work. The friend is not ready for work on time and you are always late.

*Description of behavior:*

*Feelings:*

*Effects on me:*

*I-message:*

*Feeling Words*

accepted	encouraged	pleased
accused	enjoy	protective
afraid	excited	proud
angry	foolish	put down
annoyed	frightened	rejected
anxious	frustrated	relieved
appreciated	glad	repulsed
ashamed	good	respected
awed	grateful	sad
bad	great	safe
better	guilty	satisfied
bored	happy	scared
bothered	hated	shy
brave	hopeful	silly
calm	humiliated	stupid
capable	hurt	superior
certain	ignored	tense
comfortable	impatient	thrilled
confident	inadequate	trusted
confused	indifferent	uncertain
contented	inferior	undecided
defeated	insecure	unfair
determined	jealous	unhappy
difficult	joyful	unloved
disappointed	left out	up
discouraged	lonely	wonderful
disrespected	loved	worried
down	nervous	worthless
embarrassed	OK	

*Final Test*

1.  $cd = a$  If  $d = 12$ , solve for  $c$  Answer: \_\_\_\_\_

5.  $12d$

6.  $d + 12$

7.  $d - 12$

8.  $\frac{a}{12}$

9. None of these

2. If  $x = 10$ , then Answer: \_\_\_\_\_

- $5x^2 - 10x =$  f. 500  
g. 450 h. 400  
j. 100 k. None of these

3.  $\frac{6}{12} = \frac{c}{80}$  c = Answer: \_\_\_\_\_

- a. 54 b. 48  
c. 40 d. 72

10. None of these

4. Which has a value of one? Answer: \_\_\_\_\_

- a.  $\frac{2x-5}{-10}$  b.  $\frac{-10}{-2x-5}$

11.  $2x-5$

- c.  $\frac{-10}{-2x-5}$  d.  $\frac{-2x-5}{-10}$

12. None of these

5. Which has a value of one? Answer: \_\_\_\_\_

- a.  $\frac{2}{-1x-2}$  b.  $\frac{-1x-2}{-2}$

- c.  $\frac{-2}{1x-2}$  d.  $\frac{-2}{-1x-2}$

13. None of these

6. Which has a value of 1 Answer: \_\_\_\_\_

14.  $\frac{3x-1}{3}$

15.  $\frac{-3x-6}{3}$

16.  $\frac{-3}{x} \times 1$       -2  
17.  $\frac{2}{x} \times -1$       3  
                                 -1

### *Math Memories*

When I think about math \_\_\_\_\_

The best thing about math was \_\_\_\_\_.

The worst thing about math was \_\_\_\_\_.

When it comes to math, I was always \_\_\_\_\_.

The best math teacher I ever had was \_\_\_\_\_.

The reason s/he was so good was \_\_\_\_\_.

The worst math teacher I ever had was \_\_\_\_\_.

The reason s/he was so bad was \_\_\_\_\_.

When it comes to math, if I knew then what I know now, I would  
\_\_\_\_\_.

Whenever I try to do word problems \_\_\_\_\_.

Math has always seemed to be \_\_\_\_\_.

When it comes to math, the only thing I'm really sure about is \_\_\_\_\_  
\_\_\_\_\_.

I'd like to learn about \_\_\_\_\_.

In my life, I need math to \_\_\_\_\_.

When I am working, math is \_\_\_\_\_

---

## *Test Anxiety*

Most of us worry a little during a test. Some people worry more than others. Psychologists who have studied these people describe them as *test anxious*. *Test anxiety* is the uneasy feeling some people feel because they must take a test. The physical symptoms of test anxiety may be different for different people. Some people may sweat excessively, others have stomach discomfort. Headache, rapid heart rate and shortness of breath have all been reported.

Those who study test anxiety say that it probably won't affect your test score. The best way to deal with it is to ignore it. The less attention you pay to test anxiety, the less you'll feel it and the faster you'll be able to answer the questions successfully on the test.

Test anxiety is different from excitement. It is normal to be excited when you take an important test. In fact, excitement can help you do your best on a test the same way it helps athletes do their best in competition.

### **Before the test**

Since anxiety results from year, you can usually reduce test anxiety by preparing thoroughly for tests. If you are well prepared for a test, you will not have much to fear. Knowing good test taking techniques will help you reduce test anxiety.

It is important that you arrive at the test site on time and feeling well rested. Give yourself plenty of time to get to the test site to avoid rushing. You will not do your best if you're are tired. You can create more stress if you rush into the room at the last minute.

Taking tests seems much more difficult when there are long periods of time between tests. Practice reading passages and answering questions about what you read. Read as much as possible to get used to reading for a period of time. Take tests that are printed in newspapers and magazines, regardless of the topic. That will help you become more familiar with tests.

If possible, arrange to take practice tests under similar conditions before you take the actual test. Like anything else, practice helps to reduce nervousness during tests. If you will be taking a timed test, practice using a time limit.

### ***Tips to reduce test anxiety***

If you are feeling very anxious, try doing this before you begin the test.

18. Take three slow, deep breaths. When you inhale say “Calm.”  
When you exhale, say, “Down.”
19. Imagine that the air you breathe is going all the way down to the soles of your feet.
20. Think positive thoughts like, “I have studied for this test and I know I can pass.”
21. Look at the test in terms of the bigger picture of your life. Most tests are not life or death propositions. You can retake them.

### **As you begin to take the test**

There are several things you can do to reduce test anxiety as you begin the test.

- When you get the test, look it over and find out what types of questions you must answer.
- Look to see whether the questions are printed on both sides of the page.
- Make sure you know where to put your answers.
- Read the directions carefully and follow them exactly.
- Listen to everything the instructor says before and during the test.
- Plan your test-taking time so you will answer all the questions you know in case time runs out.
- Answer the easy questions first.
- Do not change answers unless you are very sure that your first response is wrong.

Remember, test taking is a skill that improves with practice. Preparation is the key to success!



### ***Session 7 Instructor Notes***

#### **Review 15 min.**

- Telling others how you feel about their behavior.
- Feeling words—Ask students how they are feeling using a different word from the list to describe themselves.
- Test Anxiety—

#### **Universal Precautions 45 min.**

#### **Writing Activity 15 min.**

#### **Computer Basics 30 min.**

#### **Keyboarding 15 min.**



### ***Session 8 Instructor Notes***

#### **Review 15 min.**

- Universal Precautions feedback
- Reactions to Computer Basics. Suggest ways to spend time during Computer Basics lessons if student is already competent.

#### **Common Writing Errors 30 min.**

- Since students have had 7 writing assignments, the instructor will have some idea of the major areas of improvement to be addressed. Sentence structure, incomplete sentences, verb agreement, irregular verbs, and punctuation are possible topics..
- Any grammar text may be used to help students understand the basic concepts and provide practice with areas in which they are having difficulty. Contemporary's *Foundations Writing* by Pamela Bliss and Virginia Lowe is just one option.

#### **Writing Activity 15 min.**

#### **Computer Basics 45 min.**

#### **Keyboarding 15 min.**



*Session 9 Instructor Notes*

**Review 15 min.**

**Airborne Pathogens 45 min.**

**Writing Activity #9 15 min.**

**Computer Basics 30 min.**

**Keyboarding 15 min.**



*Session 10 Instructor Notes*

**Review 15 min.**

**Motivation 30 min.**

**Writing Activity 15 min.**

**Computer Basics 45 min.**

**Keyboarding 15 min.**

*ABCs of Mind Fitness*

**A**void negative sources, people, places, things and habits.

**B**elieve in yourself.

**C**onsider things from every angle.

**D**on't give up and don't give in.

**E**njoy life today. Yesterday is gone and tomorrow may never come.

**F**amily and friends are hidden treasures. Seek them and enjoy their riches.

**G**ive more than you planned to give.

**H**ang on to your dreams that have potential for advancement

**I**gnore those who try to discourage you.

**J**ust do it!

**K**eep on trying. No matter how hard it seems, it will get easier.

**L**ove yourself first and most.

**M**ake it happen

**N**ever lie, cheat, or steal. Always strike a fair deal.

**O**pen your eyes and see things as they really are.

**P**ractice makes improvement.

**Q**uitters never win and winners never quit.

**R**ead, study, and learn about everything important in your life.

**S**top procrastinating.

**T**ake control of your own destiny.

**U**nderstand yourself in order to better understand other.

**V**isualize it.

**W**ant it more than anything.

**X**cellerate your efforts.

**Z**ero in on your target and go for it.

*Wanda Carter, St. Augustine, Florida*



***Session 11 Instructor Notes***

**Review 15 min.**

**Setting Goals 30 min.**

**Writing Activity 15 min.**

**Computer Basics 45 min.**

**Keyboarding 15 min.**

## *Goal Setting*

Setting goals helps give direction to our life. Having a goal is like having a map-it helps you be clear about where you want to go. There are many kinds of goals. Some are long-term and others are short term goals. You may have career goals, education goals, and daily goals that you try to achieve. A career goal may take a long time to accomplish but daily goals may be set everyday to keep on track.

List your goals. Try to be specific. If your goal is to live comfortably, decide what that really means to you. How much money would you need to earn to live in that fashion? What kinds of jobs pay that amount of money? What qualifications are needed to get those jobs? How close are you to having all the qualifications necessary? The point is that it may take some planning and preparation on your part to accomplish your goal.

It is important that goals are realistic and can be accomplished. Try to set goals that are specific and measurable. You must be able to measure your success when you reach your goal. If your goal is to be happy, how will you measure your success? If your goal is to be a good parent-how will success be measured?

### *Goal Setting Exercise*

List your goals. Give yourself a deadline to accomplish your goal. List some steps that you can make to accomplish your goal.

**Family/Friends:** \_\_\_\_\_

---

Deadline: \_\_\_\_\_

Action Steps: \_\_\_\_\_

---

---

**Health:** \_\_\_\_\_

---

Deadline: \_\_\_\_\_

Action Steps: \_\_\_\_\_

---

---

**Career:** \_\_\_\_\_

---

Deadline: \_\_\_\_\_

Action Steps: \_\_\_\_\_

---

---

**Education:** \_\_\_\_\_

Deadline: \_\_\_\_\_

---

Action Steps: \_\_\_\_\_

---

---



***Session 12 Instructor Notes***

**Review 15 min.**

**Improving Concentration 30 min.**

**Writing Activity 15 min.**

**Computer Basics 45 min.**

**Keyboarding 15 min.**

### *Enhancing Concentration and Motivation*

Motivation is the key to success in training and educational settings. Although we can provide students with some helpful hints to enhance concentration and motivation, we cannot do it for them.. Everyone is responsible for their study habits, for seeking resources and assistance, and for managing your time. You have to want to do well enough to put forth the effort.

The following is a list of suggestions to improve learning performance.

**SET UP A SCHEDULE.** Set aside time for your classes. Make sure that you allot time for recreation and social activities. (You need to reward yourself for your hard work!)

Be sure you follow your schedule.

**START READING FOR 10-15 MINUTES AT A TIME.** Work towards reading for longer periods of time. Just remember to be realistic. If you can no longer concentrate or remember what you have read, stop. There's no sense in wasting your valuable time.

**TAKE BREAKS.** Take breaks when studying. The average attention span for one task is approximately 20 minutes.

**DO NOT ATTEMPT TO CRAM!** Study small portions of material, take a break and then study some more. We retain a great deal more if we learn in small manageable portions, than when we attempt to learn a great deal of information at once. Make these breaks mandatory. Even if you are enjoying your reading or studying, take some breaks. You do not want to get burned out.

**REWARD YOURSELF.** Reward yourself for learning a difficult concept, or completing a project. Go to a movie, spend time with your friends, or do the things you put off in order to study. This reinforces your behavior. You are more likely to study again and concentrate if you know there is a reward at the end of completing a task.

**FIND A GOOD LOCATION.** Where you study or read can influence your concentration and your study habits as well. Make sure you are comfortable, but not too comfortable. Sitting at a desk is better than lying in bed.

**USE THE SAME PLACE FOR STUDYING.** This will help you associate that particular location with studying and will help your concentration. Try the library.

**MAKE SURE IT IS A QUIET PLACE.** Seeking a quiet well-lit study area is equally important. A radio blaring in the background, a stereo blaring next door, and the sounds of an interesting conversation are a few of the factors that can disturb a study area.

**ELIMINATE THE OBVIOUS DISTRACTIONS.** Some of the more common distractions are telephone calls or friends and family stopping by to chat. Put away the newspapers, magazines, and unfinished projects that may cause you to waste time worrying. If you are aware of distractions, you can eliminate them

**REMEMBER THAT MEMORY IS *CONTEXT DEPENDENT*.** Studying in a physical situation similar to the one in which you will be tested increases your chances to recall information. (This is another reason why studying in bed does not work!) Make

your studying situation as similar as possible to the testing situation. When possible, go review your materials in the classroom.

### *Improve Your Memory*

Some students find that using particular memorization tactics can improve their memory. Here are a few of the popular memorization strategies.

- **Acrostics:** Acrostics are phrases or poems in which the first letter of each word or line functions as a cue to help you recall the words that you are trying to remember. One popular example is the phrase "Every good boy does fine". This acrostic is used to remember the order of musical notes on a musical scale.
- **Acronyms:** Acronyms are words formed out of the first letters of a series of words you are trying to remember. A popular acronym is "Roy G. Biv" which is used to remember the order of colors of the spectrum (Red, Orange, Yellow, Green, Blue, Indigo, and Violet).
- **Narrative:** Some find making up a story with the lists of words throughout the narrative aids retention.
- **Rhymes:** Remember the phrase "i before e except after c"? You probably remember this well because it is a rhyme. Rhyming can enhance retention as well.
- **Imagery:** There are two methods of imagery which enhance retention of material. One involves LINKING items together visually in your mind. For example, if you have a list of groceries such as cereal, milk, toilet paper and tangerines, you might try visualizing a dairy cow eating cereal under a tangerine tree wrapped in toilet paper. Believe it or not the more bizarre the image, the more likely you are to remember it. The second method is called the METHOD OF LOCI. This involves taking an imaginary walk in your mind through a familiar path along which you associate items you are trying to remember. For example, you may take the same grocery list and place the items (visually in your imagination) throughout your room. The tangerine may be the doorknob as you open the room, the cereal appears on the TV, the milk is hanging from the ceiling fan and you may envision a large roll of toilet paper in place of the chair at your desk.

### *General Study Hints*

**GO TO CLASS.** Attendance is crucial. Studies have found a positive correlation between class attendance and successful completion. In fact the higher the attendance rate, the higher your grades are likely to be. Most teachers believe that their lecture material is important. If you miss class, you miss what is important to the teacher.

**PARTICIPATE IN CLASS.** In order to learn more in class it helps to become involved by participating in class discussions. Asking questions for clarification and maintaining eye contact with your teacher can increase your involvement and enhance concentration of the class discussion. Use active listening skills. This means hearing what your professor is saying and trying to anticipate what he or she is going to say next. One other hint: if your course material is difficult be sure to read the material prior to class. This may help you understand and follow more closely.

**IF YOU NEED TO MISS A CLASS** let your teacher know. It is very helpful to have a reliable classmate from whom you can get the notes. Exchange phone numbers so that you can rely on each other for notes in case of an emergency.

**TAKE GOOD NOTES.** Proper note taking skills can increase understanding of lecture material. Don't be a human tape recorder! Try not to write everything down. Be concise and sum up lecture material in your own words whenever possible. Write down unfamiliar terms. Review your notes as soon after class as possible. You can fill in details that you missed and review the material while it is still fresh on your mind.

**USE YOUR BOOK.** Some teachers follow the book closely. It may be helpful to take the book to class and highlight important topics or terms and write notes in the margins.

**TALK TO YOUR TEACHER.** If you are struggling in your class, talk to your teacher. He or she may be able to help you or send you in the right direction to get the help you need. However, do not wait until the last minute. Most teachers have little sympathy for students who become concerned about completion during the last few weeks of the class.

**START AT THE BEGINNING.** Start studying from the first day. Be ahead in the reading material.

**KEEP UP IN AN ORGANIZED FASHION.** Some classes require more work or effort than others. For example, math and foreign language are subjects which require daily work. Because these classes require knowledge of basic material which then builds, if you don't keep up you'll be lost

## ***We remember:***

14% of what we hear

22% of what we see

30% of what we watch others do—  
demonstrations or modeling

42% of sensory redundancy –  
rituals that repeat seeing,  
hearing and doing important  
skills or concepts

72% of movies of the mind—  
learning that is linked to  
remembered or imagined life  
experiences of the learner

83% of performance of a life  
challenge activity—  
first-time or demanding  
action that applies the new  
meaning

92% of what we *teach* others



***Session 13 Instructor Notes***

**Review 15 min.**

**Learning Strategies 30 min.**

Text Book Organization  
Using a Dictionary  
SQ3R

**Writing Activity 15 min.**

**Computer Basics 45 min.**

**Keyboarding 15 min.**

## *Text Book Organization*

### **Title Page**

What information is on the Title Page? \_\_\_\_\_

---

### **Table of Contents**

Where is it located? \_\_\_\_\_

How is it organized? \_\_\_\_\_

### **Preface**

What is it? \_\_\_\_\_

What information does it contain? \_\_\_\_\_

---

### **Content Chapters**

How are chapters organized? \_\_\_\_\_

---

What other information is included besides text? \_\_\_\_\_

---

Why are subtitles used? \_\_\_\_\_

Why are bold or italicized words used? \_\_\_\_\_

---

### **Appendix**

What is it? \_\_\_\_\_

Where is it located? \_\_\_\_\_

### **Glossary**

What is it? \_\_\_\_\_

---

**Index**

Where is it located? \_\_\_\_\_

What is it? \_\_\_\_\_

Where is it located? \_\_\_\_\_

## *Using the Dictionary*

Your best source for information about words is a dictionary. How much you learn about a word depends on what kind of dictionary you use. An unabridged dictionary contains almost all the words in a language. An abridged dictionary is a shortened version. Some dictionaries have special features such as pictures or maps. Others have word histories that give the background, or origin of a word. Be sure you choose a dictionary that has the features you need.

Dictionary entries are in alphabetical order. There are **guide words** on the top of each page. The guide words tell you the first and last word on the page. This helps to find the word you are looking for faster.

Many people find it easier to look up the meaning of words they see in print rather than use a dictionary to find out how to spell a word. If you don't have any idea how to spell a word or if you are pronouncing it incorrectly, you may not be able to find it in the dictionary.

Look at the dictionary entry below. What can you learn about the word fascinate from the entry:

**fas ci nate** (fas'n at) **1.** Attract very strongly; enchant  
By charming qualities; charm: *She was fascinated by  
The designs and colors in African art.* **2.** Hold motionless  
by strange power or by terror: *Snakes are said to fascinate  
small birds.* *v.*, fas ci nat ed, fas ci nat ing. –fas'ci nat ing ly,  
*adv.*

- The **entry word**, in bold face or dark type, shows how the word fascinate is divided into syllables. Words are divided into syllables. A syllable is a word part containing a single vowel sound. (The vowels are **a e i o u** and sometimes **y**) If you say the word *delicious*, how many syllables do you hear? There are 3 syllables: *de-li-cious*. Even though there are three vowels in the last syllable, it has only one vowel sound. Notice that the second syllable receives more punch than the others: de-LI-cious. The stress called the accent in the word.
- Next, it's pronunciation is given in parentheses ( ). The pronunciation key is usually given at the bottom of the page. It will give you examples of words with a similar sound as those in parentheses.
- Two definitions follow. Many words have more than one definition. Some words have many definitions. A word may have a special definition in math or science as well as its common definition. Intersection has a math definition as well as a common definition.

- A sentence showing how to use the word makes each definition clear.
- The part of speech is given by an abbreviation in italics. In this case, *v* is for verb. The correct spellings of different forms of the word follow.
- Not all dictionaries are set up exactly like this. Become familiar with the way your dictionary presents information.

## ***SQ3R***

SQ3R is a 5 step technique for better studying. It helps you prepare to study and to get more out of what you read. Here are the 5 steps:

### **Survey:**

This involves looking over the material and find out what it is about. This is NOT reading, it is just skimming or scanning it for general ideas. Read the title, any subtitles, take note of words in bold-faced type. Look at pictures, charts, and graphs and read the captions under them. This is like looking at a road map before you start your trip.

### **Question:**

After you have looked over the material, you should have some idea of the things you would like to find out and what you need to look for while reading. These are your PURPOSE SETTING QUESTIONS. They give your reading some direction, focus and goals to satisfy when reading.

### **Read:**

Now you are ready to read. This part includes answering your purpose setting questions, looking for main ideas, highlighting, and taking note of new information.

### **Recite:**

This is the step when you take what you know and recite the important parts to fix them in your memory. This includes summarizing. You may not the main steps in a process or the 5 main points of a topic. It is a good thing to recite the answers to your purpose setting questions. You can do this by yourself or with a study partner.

### **Review:**

Practice makes perfect? No, practice makes improvement. The more you look over something you have learned, the longer it will stay in your mind. Short, frequent periods of study usually work best.



***Session 14 Instructor Notes***

**Review 15 min.**

**General approach to unfamiliar words 30 min.**

**Writing Activity 15 min.**

**Computer Basics 45 min.**

**Keyboarding 15 min.**

### *General approach to unfamiliar words*

From text books to journal articles, students are commonly faced with vocabulary words they do not know. In such situations, several options are available to students for learning the meanings of unfamiliar words.

1. Listen to the word. Try to pronounce the unfamiliar word out loud and listen for something familiar in the word as you speak and listen. Sometimes just saying the word out loud and listening carefully will trigger one's memory of the word's meaning or a similar word.
2. Consider the context. Next reread the sentence containing the unknown word, or a few sentences before and after it. Try to find out if the meaning can be derived from the words around it.
3. Break the word into parts. If no clues can be obtained from the context of the word, try to break the word into prefix, root word, and suffix. If you know what parts of words mean you may be able to get to the meaning of the whole word.
4. Look the word up. If you haven't been successful with the first 3 steps, take the time to look the word up in the glossary or a dictionary. If the book has a glossary, it may be listed there. If it is not in the glossary, look it up in the dictionary. A standard dictionary is usually all you need. If words are very specific, such as medical terms, you may need a content-specific dictionary. If you use a dictionary, make a note of the definition. Some students write it in the margin of their text. That way if you come across the word again, you will not have to take the time to look it up. Dictionary use takes time and may interfere with reading comprehension so try to use them sparingly.
5. Skip the word. It may be efficient to skip an unfamiliar word as long as it will not result in confusion or lack of comprehension of key sentences or entire paragraphs. If the word does not seem to be important to the meaning of the sentence, just skip it.

### *Parts of words*

Words can be broken into parts. Some words are made of two words. They are called compound words. Examples of compound words are: roommate, newspaper, overcoat.

Not all meaningful word parts can be used as separate words. Instead, prefixes (beginning word parts) and suffixes (ending word parts) may be added to a base or root word.

	PREFIX		BASE WORD		SUFFIX	
<i>independence</i>	=	<i>in</i>	+	<i>depend</i>	+	<i>ence</i>
<i>unusual</i>	=	<i>un</i>	+	<i>usual</i>		
<i>changeable</i>	=			<i>change</i>	+	<i>able</i>

Here are a few of the most commonly used prefixes and suffixes in the English language and their meanings.

<i>Prefix</i>	<i>Meaning</i>	<i>Example</i>
anti	against	antifreeze
dis	apart, not	disappear
in, in	in	ingrained
im, in, ir, il, un	not	irrelevant, independent
inter	between	interstate
mis	Wrongly	misspelled
pre	Before	presoak
re	again	rewrite
trans	across	transatlantic

<i>Suffix</i>	<i>Meaning</i>	<i>Example</i>
able, ible	able to	irresistible, acceptable
ability, ibility	ability to	eligibility, respectability
al	relating to	personal
ance, ence	state of	maintenance, permanence
er, or, ar, ist	someone or something that performs an action	visitor, propeller, scientist
er, est	more, most	heavier, heaviest
ful, est	full of, having	beautiful, ridiculous
ic	nature of	scientific
ity	state or quality	electricity
ive	tending toward	persuasive
ly	in a certain manner	mournfully

ment	result of, act of	government
tion, sion	act, process	repetition, persuasion



***Session 15 Instructor Notes***

**Review 15 min.**

**Substance Abuse Presentation 75 min.**

**Writing Activity 15 min.**

**Keyboarding 15 min.**

### *Why have a drug-free workplace?*

Taken from: <http://www.health.org/wpkit/efs1.html>

Why? Having a drug-free workplace protects our health and safety. Employees who are free of alcohol and other drugs have fewer accidents, make fewer mistakes, and are more productive.

#### **The Tragedy of Substance Abuse**

*At least five dead and 150 hurt as subway derailed*

On August 28, 1991, a New York subway operator crashed his train near a station in lower Manhattan. Five people were killed and 215 others were injured. The operator admitted that he had been drinking prior to the crash. After the crash his blood alcohol content was .21, over twice the legal limit

*People who drink and drive and kill*

A young electrician had just returned from attending a marriage class with his fiancée. He stepped out of his truck and was struck and killed by a car speeding down the wrong side of the street. When police caught the driver, they discovered that he was drunk. The driver, a 27-year-old engineer, had a history of drunk driving and had been driving without a license since it was revoked in 1986.

#### *Two people tell their story*

Mary, age 32

“I never thought I’d become addicted to drugs! My husband and I tried cocaine at a party 3 years ago. Within 2 months we were using \$3,000 worth of crack a month. To get enough money to support our habit, we cooked crack at home and my husband sold it on the street. We would come home from work and smoke until 2 or 3 A.m. When I got to work, I’d spend half an hour in the bathroom pulling myself together. It was my boss who finally confronted me, pointed out the problems I was having on the job and suggested that I seek help.”

Steve, age 50

“Before I stopped drinking I never went anywhere where alcohol wasn’t served. I didn’t go to the movies or out with friends. I always seemed to have problems with people at work, and I couldn’t wait to get home so that I could have my first drink of the evening. I knew I was hurting the people I cared about, but I didn’t want to admit that I had a problem. One night a year ago, my daughter had a party for a group of

her high school friends. I got drunk, made a fool of myself, and embarrassed my daughter. That was a Friday evening. On Monday I checked myself into a treatment center. Being sober has really changed my life. I have more friends, I spend time with my children, and I get along better with my co workers.”

***Someone in your workplace may have a substance abuse problem . . .***

The patterns listed below may be signs that a coworker has a problem with alcohol or other drugs. Do you see someone you know?

*Work Habits*

William used to be a very organized worker. His work was always neat and on time. Lately, William's desk is a mess, his work is sloppy, and he misses deadlines.

*Absenteeism*

Juanita was always an engineer you could count on—always there and on time. For the past month, she's been coming in late more often and she's missed a lot of days.

*Accidents*

Leroy used to have a good safety record. Over the past 2 months, he's been to the company nurse three times and his supervisor has reported him for safety violations.

*Complaints*

Linda owns a small but growing landscape company, and she's had to hire a lot of new people. Lately, customers have complained about two new employees who go off at lunch and don't seem to do much in the afternoon. Everyone else is picking up the slack.

*Productivity*

Franco used to be a good salesman. Over the past year his sales have gone way down and he has missed meetings.

*Mood*

Tawana is a bank teller who was always well liked by her coworkers and customers, but lately she's become more and more moody and hard to work with.

*Crime*

Ann owns a small machine shop. This past weekend the shop was broken into and tools and equipment were taken. Two of Ann's employees were arrested. They had drugs on them at the time of the arrest.

### **A Drug-free Workplace: Why do it?**

*Fort Myers Auto Truck Plaza, Fort Myers, Florida* The people who run Fort Myers Auto Truck Plaza take pride in the service they provide to the truckers who stop there. When the owners decided to have a drug-free workplace policy, they developed a policy they could be proud of. They told their employees and customers about the policy and posted it where it could be seen by everyone. Employees think the policy is a great idea. They said they feel safer working in a drug-free workplace. The company has teenage employees, and their parents have said they wouldn't want their children working for a company that didn't have a drug-free workplace policy.

*Zingerman's Deli, Ann Arbor, Michigan* When Zingerman's hires a new employee, the owners send out a clear message: "We care about your health and well-being." Zingerman's believes in providing a supportive place to work. They have an employee assistance program (EAP) that provides help to employees with problems that affect their work—from a family crisis to an alcohol or other drug abuse problem. This makes Zingerman's a great place to work. The owners have also found that it's good for business. Zingerman's employee turnover rate is very low.

### ***Trends in Substance Use and Associated Health Problems***

Taken from: <http://www.who.int/inf-fs/en/fact127.html>

- Psychoactive substance use is an increasing public health concern. Problems associated with this use cover a broad spectrum, which includes significant health consequences, social and family disruption, and economic issues.
- Although levels of illicit substance use in many developed countries had remained stable or even declined for a number of years; the patterns of use now appear to be changing. The trend is towards an increase in the use of illicit substances, accompanied by lower ages of initiation into drug use. This trend has been accompanied by a growth in the world supply of illicit drugs.
- Reliable estimates of the extent and prevalence of illicit drug consumption are difficult to obtain because users of these substances are unlikely to report on an illegal activity. They are likely to be under-sampled in household surveys, and may be less inclined to give truthful responses for fear of reprisals.

- Despite these difficulties, it is estimated that approximately 15 million people worldwide incur a significant risk to their health as a result of using psychoactive substances. It is further estimated that one third of these users inject drugs and many believe this figure to be an under estimation. Recent figures suggest that drug injection is responsible for between 100,000 and 200,000 deaths per year worldwide.
- Many developing countries have also seen rapid increases in the use of opioids, cocaine, and psychotropic drugs, and resulting problems. In a number of these countries drug injection is becoming increasingly common, and associated with this is the sharing of injecting equipment which carries the risk of spreading the human immunodeficiency virus (HIV), hepatitis B and C, and other blood-borne infections.
- In both developed and developing countries, the intentional inhalation of volatile solvents and other inhalants is an increasing problem, especially in marginalized groups, including street children and indigenous young people. The substances used include products that are widely available – such as glue, petrol, paint thinners, domestic polish and aerosol sprays. The use of these substances is a particular concern since they are cheap, easily obtained and provide a rapid “high”. The harm they cause includes neurological and psychological dysfunction, liver and kidney damage, and sudden death.
- The use of cannabis is also increasingly widespread throughout the world. Major health risks may be experienced by those who smoke the drug heavily over a period of years. These risks include: development of a cannabis dependence syndrome, development of chronic bronchitis and possibly cancers of the respiratory system, increased risk of a car accident if driving while intoxicated, and impairment of cognitive functions.
- A further trend is towards the use of multiple substances, with people moving from one substance to another, and using drugs in various combinations. It is evident that intoxication, poisoning and overdoses are increasing these new combinations of substances are being used.
- In most countries problems related to substance use have traditionally affected males, but with rapid social and economic changes over the past few decades there has been a dramatic increase in use among women in both developed and developing countries. For physiological reasons, women frequently have a lower tolerance to such substances than men, and since many women substance users are of childbearing age, the effects on the fetus are also a cause of concern.
- The complexities and scope of substance use problems require an equally complex and integrated approach. WHO, with its unique health expertise and long-standing work in the areas of research, prevention, treatment and care, is ideally placed to confront this issue.

- Work currently being undertaken by WHO spans activities in areas of epidemiological surveillance and risk assessment, dissemination of information, development and implementation of primary prevention rehabilitation approaches, community empowerment, and regulatory controls systems.
- A key focus for many of these initiatives is work with particularly vulnerable or at-risk populations. These include indigenous people, street children, other young people in especially difficult circumstances, and women drug users.
- One specific initiative is the development of a global epidemiological surveillance project to assess and describe patterns and trends of substance abuse, along with the health consequences and national policy responses.
- The WHO Program on Substance Abuse has also established a project to address the needs of street children and other young people in especially difficult circumstances, recognizing their unique risk of substance related harm. The project includes initiatives to train street educators working with young people to deal effectively with substance use problems experienced by these young people.

A further project has been designed to assist with the development of culturally appropriate program to reduce the harm associated with the use of substances among indigenous populations.

### *Facts About Alcohol*

- Alcohol is consumed in most, although not all, countries. However drinking habits vary in different cultures. In some, traditional patterns of drinking are occasional and celebratory, while in others, alcohol plays a role as part of the diet.
- Alcohol can bring both benefit and harm to the individual. Most of the scientific evidence about the benefit as well as the harm derives from industrialized countries and cultures where alcohol consumption is largely accepted and where diet and lifestyles lend themselves to heart problems. Any possible benefit from alcohol should therefore be considered in its socio-cultural context and cannot be generalized to those cultures and societies where drinking is not acceptable and abstinence is the norm.
- Alcohol consumption has been found to reduce, in certain age groups the risk of coronary heart disease and ischemic stroke. Despite these individual benefits, the harm associated with the misuse of alcohol constitutes a major public health problem in both developed and developing countries. According to statistics available to WHO, there are around three-quarter of injuries account for between three of four per cent of the annual global burden of disease and injury. Alcohol is a significant factor in hospital admissions, road traffic deaths, industrial accidents, accidental drowning, homicide and suicide.
- The morbidity and disability resulting from alcohol misuse represent a major burden to nearly all countries in the world. Quite apart from the problems affecting individuals, alcohol is implicated in a range of social problems including domestic violence, marital breakdown, absenteeism from work, and child abuse.
- Young people can be particularly vulnerable to acute alcohol effects because of their lower tolerance to alcohol, their lack of experience with drinking, and their more hazardous patterns of drinking which include episodic drinking in high-risk situations.
- Women are also at higher risk of alcohol-related harm than men because of their physical differences related to body weight and composition of fatty tissue. Women reach a higher blood alcohol concentration than men do for the same amount of alcohol consumed. Drinking during pregnancy has been linked with a higher risk of miscarriage, still birth and premature births, and fetal alcohol syndrome.
- The World Health Organization strives to reduce the morbidity and mortality caused by the use of alcohol. However, there is no single solution to reducing alcohol-related harm. What is required is a comprehensive range of strategies which can address the many causes and dimensions of alcohol problems. Such strategies may include:
  - controls on price and availability
  - minimum age for purchase of alcohol
  - legislative measures to curb drinking while under the influence of alcohol
  - restrictions on the promotion, marketing and advertising of alcohol
  - public education and awareness programs

- primary health care and community based intervention

## *Tobacco Addiction*

- Smoking is estimated to have caused around three million deaths a year in the early 1990s, and the death toll is steadily increasing. Unless current trends are reversed, that figure is expected to rise to ten million deaths per year by 2020s or 2030s, with 70% of those deaths occurring in developing countries. The chief uncertainty is not whether these will occur, but exactly when. Of all the diseases causally associated with smoking, lung cancer is the most well known. However, smoking actually causes more deaths from diseases other than lung cancer. In 1995, there were 514,000 smoking-caused lung cancer deaths from heart and other vascular diseases in the same year.
- According to the World Health Organization (WHO) estimates, there are around 1.1 thousand million smokers in the world – about one-third of the global population aged 15 years and above. Globally, approximately 47% of men and 12% of women smoke. In developing countries, available data suggest that 48% of men smoke as do 7% of women, while in developed countries, 42% of men and 24% of women smoke.
- Nicotine has been clearly recognized as addictive and tobacco dependence has been classified as a mental and behavioral disorder according to WHO's International Classification of Diseases, ICD-10. All tobacco products contain substantial amounts of nicotine. Nicotine is absorbed readily from tobacco smoke in the lungs and from smokeless tobacco in the mouth or nose. Nicotine is a powerful pharmacological agent that acts in a variety of ways at different sites in the body. After reaching the blood stream, nicotine enters the brain, interacts with specific receptors in brain tissue, and initiates metabolic and electrical activity in the brain.
- In a vast number of countries, smoking typically begins in adolescence. Evidence suggests that the longer a person delay the onset of smoking the less likely they are to take up the habit. Therefore, it is vital that intensive efforts be made to encourage young non-smokers to stay smoke free.
- As is true for most drug addictions, tobacco use is not always constant from initiation onwards; the process of graduation from first use to addiction can take months or even years. In fact, initial experiences with tobacco are sometimes negative and require social pressure and other factors to maintain exposure until the addiction develops. Tolerance to nicotine appears to be acquired as people progress from initially smoking a few cigarettes to smoking greater numbers of cigarettes more often. Tolerance of nicotine increases over time, and experienced smokers can self-administer doses of nicotine that would make nonsmokers ill. The pathophysiology of nicotine dependence clearly involves the brain, the endocrine system, and behavior. Although the effects of nicotine administration and deprivation are

complex, they are orderly and are related to factors such as the amount of nicotine administered and the time since the last dose.

- Nicotine withdrawal, an organic mental disorder induced by the removal of psychoactive substance, is described as “a characteristic withdrawal syndrome due to the abrupt cessation of or reduction in the use of nicotine-containing substance that has been at least moderate in duration and amount. The syndrome includes craving for nicotine, irritability, frustration, or anger, difficulty concentrating, restlessness, decreased heart rate, and increased appetite or weight gain” (American Psychiatric Association, 1987,p.150). Physical dependence can complicate the process of achieving and maintaining tobacco abstinence, and the symptoms can be so unpleasant as to precipitate relapse.
- The potential for behavioral and pharmacological treatment of the addicted tobacco user and the problems of withdrawal should also be recognized. Although 75% - 85% of smokers, where this has been measured, want to quit and about a third have made at least three serious attempts, less than half of smokers succeed in stopping permanently before the age of 60. Nicotine dependence is clearly a major barrier to successful cessation. Therefore, smoking control policies should contain both activities to strengthen smokers’ motivation to quit (health education, public information, price policies, smoke-free policies, behavioral treatment, etc.) as well as activities to reduce dependence-related difficulties for smokers to quit (behavioral and pharmacological treatment).
- In order to achieve successful cessation of smoking on a very large scale, special “cessation programs” are far from enough. Currently, only a few health professionals are trained in the treatment of tobacco dependence. All health professionals, including doctors, nurses, and pharmacists should be given both basic and in-service training so that they are capable of providing advice and/or treatment for tobacco dependence. Tobacco dependence is a serious public health problem which warrants serious attention if the epidemic of tobacco-related morality and morbidity are to be reduced.
- WHO will continue to play leading role in the global prevention and reduction of tobacco use and in the promotion of the concept of tobacco-free societies. Specific program objectives include:
  - Developing and strengthening notional and international tobacco control programs
  - Promoting the non-use of tobacco as normal social behavior, and
  - Providing valid and timely information on tobacco or health issues



### *Session 16 Instructor Notes*

**Review 15 min.**

**The Writing Process 75 min.**

#### **Clarity in Writing**

1. Have you ever read something that wasn't clear?
  - Answers may vary but the focus should be on understandable style. Share your own reading experiences and tastes in reading.
2. Why is clarity necessary on the job and at home?
  - Answers may vary. Productivity and safety may be affected by unclear writing.
  - Discuss personal and work-related experiences with writing that is not clear.
  - Frustration levels may rise if written directions are not clear.

**Writing Activity 15 min.**

**Keyboarding 15 min.**

## *The Writing Process*

### Prewriting

- Define your topic
- Identify your audience and purpose
- Generate the main idea
- Organize your ideas

### Writing the First Draft

- Write a topic sentence
- Develop supporting details
- Write the conclusion

### Editing/Revising

- Review for content. Did you do what you set out to do?
- Edit/Revise
  - Did you use precise words and phrases to express your exact meaning?
  - Did you replace slang with formal language?
  - Did you use words correctly?
  - Did you use descriptive words to replace tired words and phrases?

### Writing the Final Draft

- Proofread
  - Check for correct spelling
  - Check for correct punctuation
  - Check for verb agreement
  - Check for complete sentences

## *The Writing Advantage in Business*

*If we would write what may be worth reading,  
We ought always to form a regular plan and design.*  
Benjamin Franklin

1. Plan your task.
  - Identify your purpose
2. Design your message
  - State your main idea
  - Organize your key points
3. Draft your document
  - Get your thoughts on paper

Don't edit.

Let it cool off if possible

4. Revise in three stages

Be clear

Be concise—don't use too many words when a few will do.

Be correct

### *Plepto Cheese*

My uncle did much of the grocery shopping for my aunt. Like most families, when two people work, the household chores were shared. One day he took the list she made for him to the store and began to go through it item by item. He found everything except the *plepto* cheese. He had looked through the cheese section twice, when he asked a store clerk if they carried *plepto* cheese. The clerk had never heard of it.

When he got home, they unpacked the groceries. He told her he had everything except the *plepto* cheese. She had no idea what he was talking about. She had never even heard of *plepto* cheese. He pulled out the grocery list she had written and pointed out that item on the list. She looked at it and laughed.

“That’s not *plepto* cheese,” she told him, “That’s my abbreviation for Philadelphia cream cheese!” She had never been a great speller, and so she invented a quick way to shorten the long name. But she had never told him about her little time saver.

It’s been many years since this happened, but our family still refers to Philadelphia cream cheese as *plepto*.

Think about the writing. Was the writing clear? Why not? Who was the audience for the list?



***Session 17 Instructor Notes***

**Review 15 min.**

**Writing Activity 45 min.**

**Assessments**

Keyboarding Assessment

Performance Evaluation

## *Your SCANS Skills*

.(Secretary's Commission on Achieving Necessary Skills)

In the first class session, we talked about the SCANS foundation skills that employers were looking for in employee for the more technological workplace of today.

### Foundations Skills

Competent workers in the high performance workplace need:

- **Basic Skills** -- reading, writing, arithmetic and mathematics, speaking and listening.
- **Thinking Skills** -- the ability to learn, to reason, to think creatively, and to make decisions and solve problems.
- **Personal Qualities** -- individual responsibility, self esteem and self management, sociability and integrity.

In this course we have tried to help you develop these foundation skills for the future. We could not emphasize all the competencies due to the time limits of the course.

Have you improved your ability to:

Read

Write

Speak

Listen

Learn

Reason

Think creatively

Make decisions

Have you improved:

Your responsibility as an individual

Your self-esteem

Your ability to manage yourself

Your ability to get along with others

Your integrity

### *Performance Evaluation*

The Technical Learning Skills (TLS) Bridge is a 16 week course that meets for 20 hours per week. This innovative program is looking for participants who are committed to improving their skills so they can secure jobs that have potential for advancement in the manufacturing industry. The students recruited for this program must be motivated and committed to learning. Performance in the PreBridge program will be a determining factor for acceptance. However, participation in PreBridge *does not* mean acceptance to the TLS Bridge program.

Have you met the expectations that were discussed the first night of class.

#### **Course expectations**

All students have been expected to

- Arrive promptly and attend every session.
- Arrive ready to learn and take part in all activities.
- Contribute to a safe learning atmosphere where all students are comfortable to learn and ask questions.

Have you demonstrated the course outcomes satisfactorily?

- Are you prepared to enter the Technical Learning Skills Bridge with a reading and writing competencies needed for success?
- Are you able to use conversational English skills so you can participate in the TLS Bridge?
- Have you demonstrated a commitment to completion over this 9 week period by having actively participated in all facets of PreBridge instruction?
- Have you demonstrated good attendance and punctuality? *Absence and/or tardiness in PreBridge will affect the decision to proceed to the Technical Learning Skills Bridge.*
- Are you prepared for the classroom environment? Do you understand the kind of behavior that will be expected in the TLS Bridge?.
- Have you met the minimum proficiency standards with computers so you can be comfortable with TLS Bridge assignments that will include using the computer to keep a journal, produce written assignments, and other computer-related tasks?
- Are you able to demonstrate keyboarding skills by typing at a speed of *20-25 wpm?*

**Please write an evaluation of your performance in the PreBridge by discussing how you would rate yourself in relation to the course expectations and outcomes. You may type your evaluation or hand write it. Please limit it to 1 typed page or 2 handwritten pages.**

***Session 18 Instructor Notes***

***Review performance evaluation with each individual.***

Discuss goals for the future.

### ***Grammar Exercises Introduction***

The following exercises are intended to make students aware of correct word usage. They are to be used as quick activities, (no more than 5-10 minutes) just to call attention to correct usage for students who may have forgotten which word to use or to inform students of the accepted form to be used in formal writing.

**After a quick discussion of the correct form, students can do the following exercises, checking to see if they understand which word to use correctly. These can be checked as a group, with each student taking a sentence and explaining why he/she chose the word he/she did.**

## Can – May

1. He \_\_\_\_ lift 200 pounds easily.  
can may
2. You \_\_\_\_ come if you like.  
can may
3. She \_\_\_\_\_ go to the wedding, if she can get off work.  
can may
4. He \_\_\_\_ hunt deer only during hunting season.  
can may
5. They \_\_\_\_ get most of the work done before 5 o'clock.  
can may

## A An

1. Here is \_\_\_\_\_ apple for you.  
a an
2. She took \_\_\_\_\_ piece of apple pie to her father.  
a an
3. He bought \_\_\_\_\_ new boat.  
a an
4. She brought \_\_\_\_\_ umbrella when it looked like it could rain.  
a an
5. They took her away in \_\_\_\_\_ ambulance.  
a an

Answers: 1. can, 2. may, 3. may, 4. may, 5. can  
1. an, 2. a, 3. a, 4. an, 5. an

**Do, Does, Did, Have Done**

1. They need to \_\_\_\_\_ their job by noon.  
Do - does - did - have done
2. He \_\_\_\_\_ a fine job on the computer every time.  
Do - does - did - have done
3. They have \_\_\_\_\_ all they could in the time allowed.  
Do - does - did - done
4. She \_\_\_\_\_ what she wanted to do yesterday.  
Do - does - did - have done
5. You have \_\_\_\_\_ a great job!  
Do - does - did - done

## Go, Goes, Went, Have Gone

1. She \_\_\_\_\_ to the shopping mall yesterday.  
go - goes - went - have gone
2. She \_\_\_\_\_ there every Thursday.  
go - goes - went - gone
3. They have \_\_\_\_\_ home already.  
go - goes - went - have gone
4. They will \_\_\_\_\_ to the game every Monday night.  
go - goes - went - have gone
5. He \_\_\_\_\_ up North every summer.  
go - goes - went - have gone

Answers: 1. do, 2. does, 3. have done, 4. did, 5. done  
1. went, 2. goes, 3. gone, 4. go, 5. goes/went

### **It's, Its**

1. The dog wagged \_\_\_\_\_ tail.  
its - it's
2. It looks as if \_\_\_\_\_ going to rain.  
its - it's
3. I think \_\_\_\_\_ a great idea!  
its - it's
4. The car lost \_\_\_\_\_ hub cap when it hit the pot hole.  
its - it's
5. Are you sure \_\_\_\_\_ safe to go now?  
its - it's

## In, Into

1. Joe stood \_\_\_\_\_ the living room.  
in - into
2. The dog hurried \_\_\_\_\_ the kitchen to get its food.  
in - into
3. The kitten was hiding \_\_\_\_\_ the box.  
in - into
4. The cat jumped \_\_\_\_\_ the box and surprised the kitten hiding there.  
in - into
5. Pete stayed \_\_\_\_\_ the car while it rained.  
in - into

Answers: 1. its, 2. it's, 3. it's, 4. its, 5. it's  
1. in, 2. into, 3. in, 4. into, 5. in

## To, Too, Two

1. I am going \_\_\_\_ the store.  
to - too - two
2. Do you want to go, \_\_\_\_\_?  
to - too - two
3. I am going to get \_\_\_\_\_ pounds of meat at the market.  
to - too - two
4. I will need \_\_\_\_\_ put it in the refrigerator, because it is so hot outside.  
to - too - two
5. There is \_\_\_\_\_ much fat on this piece of meat.  
to - too - two

## **This, These**

1. Did you see \_\_\_\_\_ new software.  
This - these
2. \_\_\_\_\_ was the first one to come out the way I wanted.  
This - These
3. \_\_\_\_\_ parts have been distorted in the heat treatment.  
This - These
4. All \_\_\_\_\_ people arrived first and took the best seats.  
this - these
5. Next time, remember to use \_\_\_\_\_ tool first.  
this - these

Answers: 1. to, 2. too, 3. two, 4. to, 5. too  
1. this, 2. this, 3. These, 4. these, 5. this

## Was, Were

1. He \_\_\_\_\_ the first one here.  
was - were
2. They \_\_\_\_\_ excited about the election.  
was - were
3. She \_\_\_\_\_ late for class.  
was - were
4. Joe and Tom \_\_\_\_\_ on their way to work when it happened.  
was - were
5. One of the tools \_\_\_\_\_ stolen from my toolbox.  
was - were

## Is, Are

1. Nancy \_\_\_\_\_ busy at her work station.  
Is - are
2. Ed and Robert \_\_\_\_\_ going to see the Tiger's game tonight.  
is - are
3. She \_\_\_\_\_ the instructor for this class.  
is - are
4. There \_\_\_\_\_ nine students in that class.  
is - are
5. Where \_\_\_\_\_ he going now?  
is - are

Answers: 1. was, 2. were, 3. was, 4. were 5. was  
1. is, 2. are, 3. is, 4. are, 5. is

## Who's, Whose

1. Do you know \_\_\_\_\_ turn is next?  
who's - whose
2. \_\_\_\_\_ coat is this?  
Who's - Whose
3. She wanted to know \_\_\_\_\_ responsible for the clean up today.  
who's - whose
4. \_\_\_\_\_ going to the game tomorrow?  
Who's - Whose
5. Do you know \_\_\_\_\_ car is parked here?  
who's - whose

## You're, Your

1. \_\_\_\_\_ just the one I wanted to see.  
You're - Your
2. Take \_\_\_\_\_ form to the main office.  
you're - your
3. It's \_\_\_\_\_ turn to go for coffee.  
you're - your
4. He said that \_\_\_\_\_ going to lead the discussion.  
you're - your
5. I didn't see \_\_\_\_\_ cap lying there.  
you're - your

Answers: 1. whose, 2. Whose, 3. who's, 4. Who's, 5. whose  
1. You're, 2. your, 3. your, 4. you're, 5. your

## Fewer - Less

1. There were \_\_\_\_\_ parts available.  
fewer less
2. There was \_\_\_\_\_ space left after everyone came into the room.  
fewer less
3. He had \_\_\_\_\_ pieces of chicken to eat than Joe.  
fewer less
4. When the children are all home, there is \_\_\_\_\_ room to move around.  
fewer less
5. There are \_\_\_\_\_ books on the shelf now.  
fewer less

## There - Their - They're

1. Did you see \_\_\_\_\_ new house?  
there their they're
2. \_\_\_\_\_ more men than women in the class.  
There Their They're
3. They went \_\_\_\_\_ to get \_\_\_\_\_ checks.  
there their they're
4. They did \_\_\_\_\_ job so well, everyone was surprised.  
there their they're
5. \_\_\_\_\_ is not enough food for everyone.  
There Their They're

Answers: 1. fewer, 2. less, 3. fewer, 4. less, 5. fewer  
1. their, 2. There, 3. there - their, 4. their, 5. there

### **Write - Writes - Wrote - Written**

1. They will \_\_\_\_\_ in their journals every day.  
Write writes wrote written
2. They \_\_\_\_\_ the letters yesterday.  
write writes wrote written
3. They have \_\_\_\_\_ their memos to their supervisors.  
write writes wrote written
4. She \_\_\_\_\_ in her diary every night.  
write writes wrote written
5. He will \_\_\_\_\_ a letter to the mayor.  
write writes wrote written

## Then -Than

1. It was almost midnight. He had to leave \_\_\_\_\_.  
Then Than
2. He had more work to do \_\_\_\_\_Joe.  
then than
3. The year was 1948. Life was much easier \_\_\_\_\_.  
then than
4. Workers have it better today \_\_\_\_\_they did many years ago.  
then than
5. \_\_\_\_\_the bell rang. It was time to begin.  
Then Than

Answers: 1. write, 2. wrote, 3. written, 4. writes, 5. write  
1. then, 2. than, 3. then, 4. than, 5. Then

## Work, Works

1. On his day off, John \_\_\_\_\_ on his boat.  
work - works
2. Adam and Henry \_\_\_\_\_ in Dept. 81.  
work - works
3. She used to \_\_\_\_\_ in Dept. 81.  
work - works
4. They \_\_\_\_\_ together in the computer lab.  
work - works
5. He usually \_\_\_\_\_ in his garden when he gets home from work.  
work - works

## Learn, Learns

1. Joe \_\_\_\_\_ quickly how to use the computer.  
learn - learns
2. Did you \_\_\_\_\_ how to open your document?  
learn - learns
3. They will \_\_\_\_\_ all they need for know to do the job.  
learn - learns
4. She will \_\_\_\_\_ in her night class about investments.  
learn - learns
5. He always \_\_\_\_\_ the best way to beat the odds.  
learn - learns

Answers: 1. works, 2. work, 3. work, 4. work, 5. works  
1. learns, 2. learn, 3. learn, 4. learn, 5. learns

## More Writing Sticklers 1

1. One carload of supplies \_\_\_\_\_ shipped out today.  
(was were)
2. Every one of the buildings \_\_\_\_\_ damaged.  
(was were)
3. All of the classes \_\_\_\_\_ held in this room.  
(was were)
4. The loss of his sons \_\_\_\_\_ a cruel blow.  
(was were)
5. Each of these papers \_\_\_\_\_ a mistake.  
(has have)
6. Carl and \_\_\_\_\_ worked together.  
(me I)
7. It was for Larry and \_\_\_\_\_.  
(I me)
8. You go ahead and \_\_\_\_\_ workers will follow .  
(we us)
9. \_\_\_\_\_ and \_\_\_\_\_ are in the same class.  
(Him He) (me I)
10. Have you seen Wilford and \_\_\_\_\_?  
(him he)

Answers: 1. was, 2. was, 3. were, 4. was, 5. has  
6. I, 7. me, 8. we, 9. He - I, 10. him

### More Writing Sticklers 2

1. They have \_\_\_\_\_ to the store.  
(went gone)
2. He has \_\_\_\_\_ his work and has \_\_\_\_\_ home.  
(did done) (went gone)
3. He has \_\_\_\_\_ to get the tools he needs.  
(come came)
4. She has \_\_\_\_\_ him the book.  
(gave given)
5. Please \_\_\_\_\_ the book on the table.  
(lie lay)

Answers: 1. gone, 2. done - gone, 3. come, 4. given, 5. lay

## Review for Word Tricksters

Choose the correct word or words to complete the sentence

1. \_\_\_\_\_ taking \_\_\_\_\_ payment to the office over \_\_\_\_\_.  
there      their      they're
2. She went \_\_\_\_\_ the market to get \_\_\_\_\_ boxes of cereal.  
too      two      to
3. He wanted to go to the game, \_\_\_\_\_.  
to      too      two
4. It is just \_\_\_\_\_ hot today to ride our bikes to the park.  
To      two      too
5. Clarence and Allen \_\_\_\_\_ on vacation this week.  
are      is
6. One of the books \_\_\_\_\_ missing from the shelf.  
was      were
7. All of them \_\_\_\_\_ here the last time I looked.  
was      were
8. Mike has more parts to finish \_\_\_\_\_ Dan.  
then      than
9. Do you remember the sixties? Did you like the styles they wore \_\_\_\_\_?  
then      than
10. Tom has \_\_\_\_\_ orange and white boat.  
a      an
11. This is \_\_\_\_\_ good part.  
a      an
12. He \_\_\_\_\_ fish here because he has his fishing license.  
can      may

13. She \_\_\_\_\_ walk three miles without getting tired.  
can    may
14. He has \_\_\_\_\_ a letter to Mayor Archer.  
write    wrote    written
15. He \_\_\_\_\_ one to the governor last week.  
write    wrote    written
16. \_\_\_\_\_ going to be a nice day for the picnic.  
Its    It's
17. The cat ran after \_\_\_\_\_ ball.  
its    it's
18. She ran \_\_\_\_\_ the house to get out of the rain.  
in    into
19. He stayed \_\_\_\_\_ his room to hear the rest of the game on the radio.  
in    into
20. Do you want one of \_\_\_\_\_ donuts?  
this    these
21. \_\_\_\_\_ is the only one I could find.  
These    This
22. There were \_\_\_\_\_ parts that were distorted from heat treat.  
less    fewer
23. When all the boxes were brought in, there was \_\_\_\_\_ space available.  
less    fewer
24. She \_\_\_\_\_ the one who wants to go.  
is    are
25. They have \_\_\_\_\_ to the park many times this summer.  
went    gone
26. She has \_\_\_\_\_ her work well.  
did    done
-

Answers: 1. their - there, 2. to - two, 3. too, 4. too, 5. are, 6. was, 7. were, 8. than, 9. then, 10. an, 11. a, 12. may, 13. can, 14. written, 15. wrote, 16. It's, 17. its, 18. into, 19. in, 20. these, 21. This, 22. fewer, 23. less, 24. is, 25. gone, 26. done

## *Computer Lessons*

Computer instruction is scheduled to occur in consecutive sessions from the third to the seventh week. The topics of the lessons are not assigned to each week due to the differing entry skill levels of students. A group of true beginners will proceed more slowly than a group that has had experience with computers. The objective is to be sure that everyone leaves the PreBridge with a basic set of competencies.

## Turning a computer on and off

I. Understanding /Outcome: To learn how to turn the computer on and off properly.

Materials: Personal computer system

### III. Demonstration

Activate prior knowledge.

1. What machines vehicles do you operate on the job?
2. Did you have to learn how to use them properly?
3. What happens when someone uses a machine without proper instruction?
4. How effective would a machine be if you did not know how to operate it?

Suggested activities.

1. Brainstorm why it is important to operate machines correctly? Instructor may list responses on a chart or blackboard.
2. Brainstorm what mishaps could occur when machines are not used correctly?

### IV. Exercise/Engagement:

1. Turn on the computer. Point out buttons and switches.
2. Explain the booting process.
3. Identify the MicroSoft windows program.
4. Define the terms hardware and software.
5. Demonstrate how to shut down the computer correctly.
6. Demonstrate how to return to windows.
7. Explain the result of turning off the computer incorrectly.

1. Suggested activities. This hands-on activity gives students an opportunity to get familiar with the computer.

V. Workplace Application: To reinforce the importance of proper use of machinery and equipment.

## Introduction to the mouse

I. Understanding /Outcome: To begin using the mouse inside MicroSoft windows.

Materials: Personal computer system, computer software

### III. Demonstration

Activate prior knowledge.

1. How do you get information into a computer?
2. Introduce the term *input device*.
3. What are the different ways to input information into the computer? What experiences have you had with putting information into a computer.

Suggested activities.

Brainstorm the many types of input devices (keyboard, mouse, touch screen, scanner, etc.)

Instructor lists responses from the group. Gift registrations at most department stores have a touch screen.

### IV. Exercise/Engagement:

1. Use the mouse tutorial inside the **Help** window
2. Demonstrate how the mouse controls the pointer on the screen.
3. Give a definition of **icon**.
4. Demonstrate how to click on the menu bar.
5. Demonstrate how to double click on an icon
6. Demonstrate how to open and close a window.

This hands-on activity will introduce the mouse.

V. Workplace Application: To increase awareness of computer input devices that exist in the workplace.

## Opening and closing program icons

I. Understanding /Outcome: To properly open and close a program icon

Materials: Personal computer system, computer software

### III. Demonstration

Activate prior knowledge.

1. Discuss the concept of a shopping mall. Each store in the mall offers different services. When you enter each store or restaurant you can do or get certain things and then exit the store.
2. Demonstrate the relationship between a mall full of stores and a windows program with different programs.

Suggested activities.

Each icon is a separate store that you can open and perform certain functions and then exit.

### IV. Exercise/Engagement:

1. Define the technical term *icon*
2. Demonstrate the process of opening and closing an icon
3. Show the difference between the different icons.

V. Workplace Application: To increase the awareness of the different types of icons and the programs that they represent on the computer.

## Building “mouse” skills

I. Understanding /Outcome: To build mouse skills by locating and learning to play a game on the computer.

Materials: Computer system, Computer games

### III. Demonstration

1. Do you know how to play the card game *Solitaire*?
2. What are the rules of the game *Solitaire*?
3. What two input devices do these computers have?

Suggested activities.  
List the games on the computer  
  
List the rules of the specific games  
  
Allow the participant to pick the game with which they are familiar.  
  
Explain the keyboard/ mouse movement for each game.

### IV. Exercise/Engagement:

1. Enter the *Entertainment* window.
2. Select the particular game icon.
3. Open up the game properly.
4. Go to the *Help* menu inside the game.
5. Read the *How to play* instructions.
6. Go back to the game and play.

V. Workplace Application: To build the participants’ confidence their ability to operate the computer and use the mouse.

## Identifying hardware

I. Understanding /Outcome: To identify the hardware parts of the computer.

Materials: Computer system, computer worksheets: *The Computer System, Hardware, and Worksheet 1*

### III. Demonstration

Activate prior knowledge.

1. What other machines use keyboards to input data?
2. What appliance do we have at home that has a monitor?
3. Where have you seen computers used before?
4. What kind of information is put on a computer?
5. What are the differences between a computer and a typewriter?

Suggested activities.

Brainstorm the many uses of the computer.  
Instructor lists responses from the group.  
Discuss individuals experience with computers. (ATM machines, voice mail boxes, grocery check outs, gift registries)  
List responses from the group.

### IV. Exercise/Engagement:

1. Name each part of the computer.
2. Explain the function of each computer part.
3. Write a short definition for each computer part.
4. Identify each computer part in a picture.
5. Name the important keys on a keyboard.
6. Demonstrate the functions of the computer keys.
7. Identify the different keys on a computer keyboard compared to a typewriter.

Students may do the worksheets independently or in pairs. Those with limited reading or writing skills may find it more comfortable to work with a partner.

V. Workplace Application: Increase the awareness of computers and their application at work.

## The Computer System, Hardware

Reprinted with permission from *MicroSoft Windows 3.1* by Margaret Brown

**Directions:** Use the following terms to fill in the blanks below:

<i>chips</i>	<i>floppy disks</i>	<i>keyboard</i>	<i>mouse</i>
<i>computer</i>	<i>hard disk</i>	<i>memory</i>	<i>printer</i>
<i>disk drive</i>	<i>hardware</i>	<i>monitor</i>	<i>processor</i>

\_\_\_\_\_ 1. What is an electronic device that performs complex tasks at high speed with great accuracy? It has two main parts, the processor and the memory.

\_\_\_\_\_ 2. What are small pieces of silicon wafers that often hold instructions to perform behind-the-scenes tasks, making it possible for you to use the computer?

\_\_\_\_\_ 3. What is the group of parts called that make up the computer system that can be seen and touched?

\_\_\_\_\_ 4. What is the small hand-held device used to control a pointer on the screen?

\_\_\_\_\_ 5. What do you call the large capacity, permanent storage area that offers fast access to the information stored on it?

\_\_\_\_\_ 6. What do you call the area of the computer that holds instructions (programs) and information you give it? It forgets everything when the computer is turned off.

\_\_\_\_\_ 7. What device transfers information from the computer to paper?

\_\_\_\_\_ 8. What is the device that transfers information back and forth between the computer and a disk.?

\_\_\_\_\_ 9. What do you call the magnetically coated disks on which information (both programs and data typed from the keyboard) can be stored and retrieved?

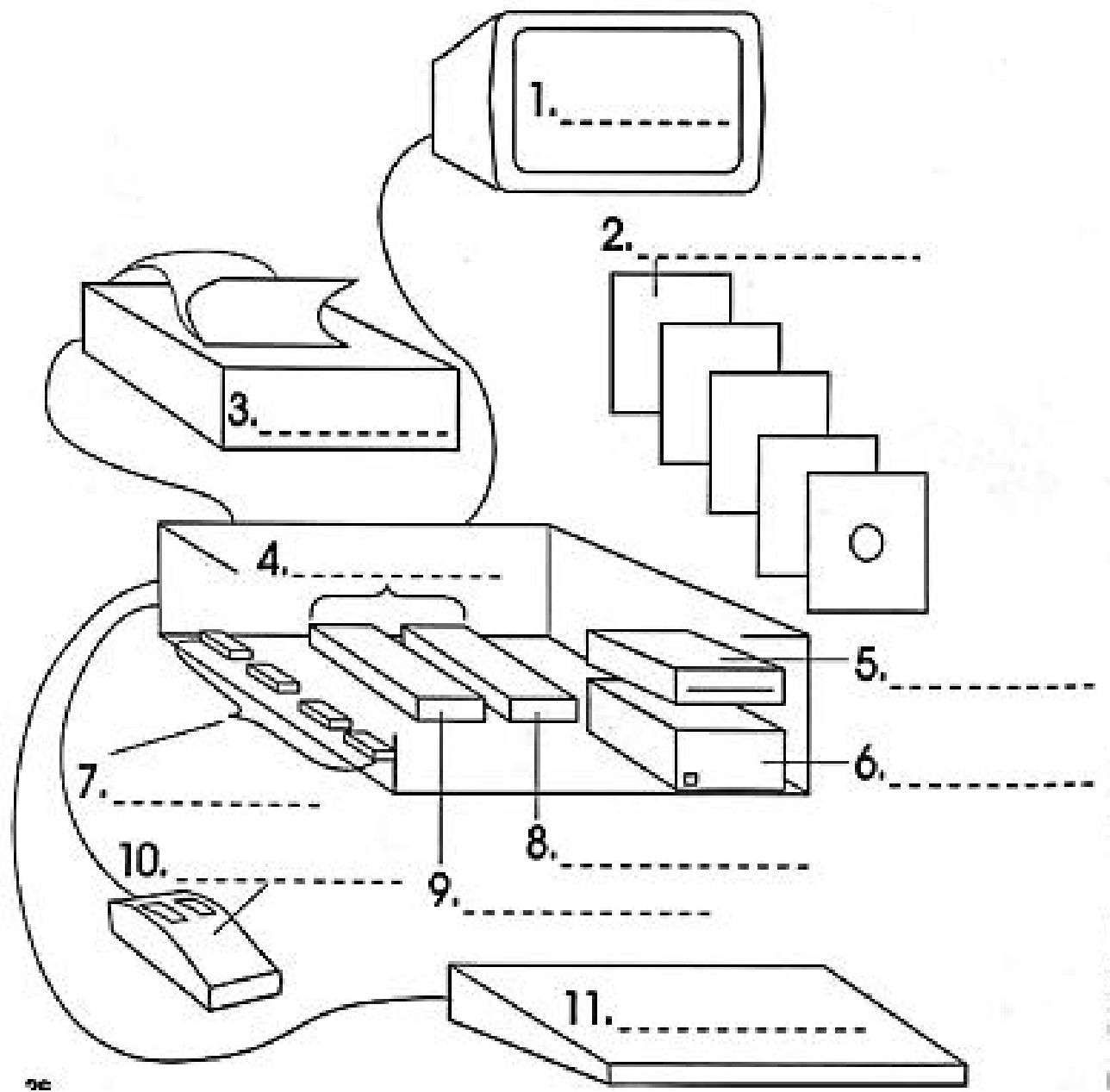
\_\_\_\_\_ 10. What is the *brains* of the computer?

- \_\_\_\_\_ 11. What is the part that has a screen that displays information on the computer?
- \_\_\_\_\_ 12. What is used to enter data into and issue commands to the computer?

*Worksheet 1 The Computer System--Hardware*

**Instructions:** Use the following terms to fill in the name of each piece of hardware shown below.

*chips floppy disks keyboard floppy disk drive mouse printer  
computer hard disk memory processor monitor floppy disk drive*



## Identifying and using critical keys on the keyboard

I. Understanding /Outcome: To identify the critical keys on the keyboard

Materials: Personal computer system, computer software, *Computer Hardware, Review Sheet, Hardware and Critical Keys Worksheet.*

### III. Demonstration

Activate prior knowledge.

1. What other machines use keyboards?
2. Review the differences between a computer and a typewriter.
3. Ask the class to look at the keyboard and identify the names of keys they are not familiar with.

Suggested activities.

Describe the standard keys on the keyboard (space bar, shift key, tab key)  
Instructor lists responses of the group

### IV. Exercise/Engagement:

1. Review the function of the keyboard as a input device.
2. Identify and define the keys on the keyboard on the *Computer Hardware Review Sheet.*

Give students an opportunity to use the different keys and see what happens, then they can fill in worksheets based on their experience. Students may find it more helpful to work with a partner on the worksheets.

V. Workplace Application: To take the participant from an unfamiliar level to a comfortable level of keyboarding.

*Computer Hardware Review Sheet*

1. Name the five parts of computer hardware.

\_\_\_\_\_

\_\_\_\_\_

---

2. Which mouse button do we use in class? \_\_\_\_\_

3. What does **CPU** stand for? \_\_\_\_\_

4. What are the two parts of the CPU?  
\_\_\_\_\_

5. What are the two **eraser** keys? \_\_\_\_\_

6. What electronic device performs tasks at high speeds with great accuracy? \_\_\_\_\_

7. Which key do you press to move up one page at a time? \_\_\_\_\_

8. Where are the *function keys* located? \_\_\_\_\_

9. What part of the computer is considered the *brains of the computer*?  
\_\_\_\_\_

10. What are the other names for the *A* drive and the *C* drive in this class?  
\_\_\_\_\_  
\_\_\_\_\_

11. What is the small hand-held device used to control the pointer called?  
\_\_\_\_\_

12. What functions does the *enter key* perform? \_\_\_\_\_

13. What is hardware? \_\_\_\_\_

14. What does *Esc* stand for on the keyboard? \_\_\_\_\_  
What does *Ctrl* stand for on the keyboard? \_\_\_\_\_

15. What function does the *Num Lock* key perform? \_\_\_\_\_

16. What is the name of the screen that displays the computer information?

17. What transfers information back and forth between the computer and the floppy disk? \_\_\_\_\_

18. What function does the *Cap Locks* key perform? \_\_\_\_\_

19. What part of the computer is the temporary or short-term storage area?

20. What device transfers information from the computer to the paper?

***Hardware and Critical Keys Worksheet***

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

What word that fits the definition?

- \_\_\_\_\_ 1. The screen that displays the information in the computer.
- \_\_\_\_\_ 2. The device that transfers information from the computer to the paper.
- \_\_\_\_\_ 3. The small hand-held device used to control the pointer on the screen.
- \_\_\_\_\_ 4. The electronic device that performs complex tasks at high speeds and with great accuracy.
- \_\_\_\_\_ 5. The device used to enter data into the computer.

***Write what each key does (its function) on the lines after it. .***

6. Enter key \_\_\_\_\_

7. Number keys \_\_\_\_\_

8. Number lock key \_\_\_\_\_

9. Caps lock key \_\_\_\_\_

10. Shift keys \_\_\_\_\_

11. Backspace key \_\_\_\_\_

12. Delete key \_\_\_\_\_

13. Page up key \_\_\_\_\_

14. Page down key \_\_\_\_\_

15. Escape key \_\_\_\_\_

16. Function keys \_\_\_\_\_

17. Arrow keys \_\_\_\_\_

---

## Identifying, defining, and operating parts of the computer window

I. Understanding /Outcome: To identify, define, and operate the parts of the computer window

Materials: Computer system, Windows, *Window Elements Worksheet*, *Computer Window Worksheet*.

### III. Demonstration

Activate prior knowledge.

1. Make a comparison computer terms to common terms.
  - a. What do you have on the cover of a book? (title = title bar)
  - b. What do you order from at a restaurant? (menu = menu bar)
  - c. Imagine a picture in a frame. What are its parts? = (windows borders and corners)
  - d. During a presentation, what does the speaker use to point at things on a chart or slide? (mouse, pointer)
  - e. How do you make the paper in a typewriter move up? (scroll bars)
  - f. What does a magnifying glass do? ( maximize button)

### IV. Exercise/Engagement:

1. Identify each part of the window in the worksheet.
2. Write a short definition for each part of the computer window
3. Relate the computer window parts to their particular example

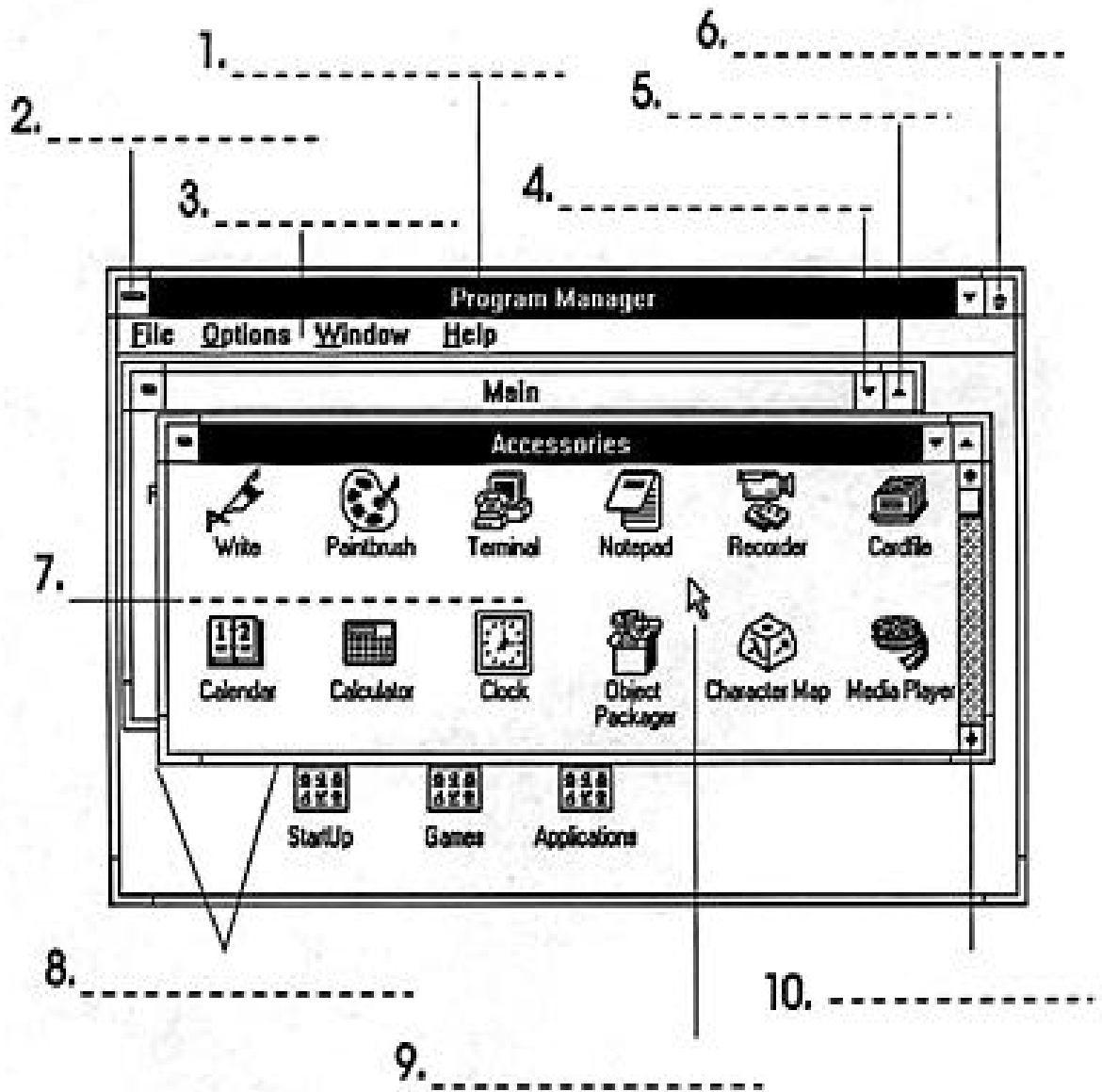
Turn the computer on and give students a chance to use the different widow elements. Give students an opportunity to work in pairs if they choose.

V. Workplace Application: To understand the Window environment

**Window Elements Worksheet**

**Directions:** Use the following terms to fill in the blanks below:

*menu bar    maximize button    control box    title bar    pointer*  
*window borders and corners    minimize button    work space*  
*restore button    scroll bar*



### *Computer Window Worksheet*

**Directions:** Answer the following questions as completely as possible.

1. In what bar on the screen is *Program Manager*? \_\_\_\_\_

\_\_\_\_\_

2. What button makes the window the size of the entire screen? \_\_\_\_\_

\_\_\_\_\_

3. What is the arrow on the screen called? \_\_\_\_\_

4. What are the little pictures on the screen that represent programs and windows called? \_\_\_\_\_

5. What is the bar called that says "File" "Options" "Window" and "Help"?

\_\_\_\_\_

6. When you click on the words on the *Menu Bar*, what do you get? \_\_\_\_\_

\_\_\_\_\_

7. What is any box called with a statement or questions and some choices?

\_\_\_\_\_

8. What is formatting? \_\_\_\_\_

\_\_\_\_\_

9. What kind of programs are represented by the icons in the *Entertainment* window? \_\_\_\_\_

10. If we did not have a mouse for our computers, what keys on the keyboard would we use? \_\_\_\_\_

\_\_\_\_\_

11. What are the bars called that appear on the right and bottom of the window, that move the workspace so that information can be seen? \_\_\_\_\_

\_\_\_\_\_

12. On what drive do we save all our class work? \_\_\_\_\_

\_\_\_\_\_

13. What is the name of the software program what we are learning in this class? \_\_\_\_\_

\_\_\_\_\_

14. What function does the control box perform? \_\_\_\_\_

\_\_\_\_\_

15. When you finish typing a document, what are that steps that you do to save your work? \_\_\_\_\_

\_\_\_\_\_

16. Can you type a name in the *File Name* box that has 10 letters and an apostrophe s ('s) at the end of it? Example: timberland's \_\_\_\_\_

\_\_\_\_\_

17. What side of the disk goes into the computer first? \_\_\_\_\_

\_\_\_\_\_

18. When do you put the disk in the disk drive? \_\_\_\_\_

\_\_\_\_\_

19. What does the restore button do? \_\_\_\_\_

\_\_\_\_\_

20. When you first turn on the computer and the screen is black with numbers and messages on it. What process is the computer going through?

\_\_\_\_\_

## Building a computer vocabulary list

I. Understanding /Outcome: To build a computer vocabulary list

Materials: Personal computer system, computer software

### III. Demonstration

Activate prior knowledge.

1. Discuss the importance of knowing the correct terminology for your job
2. Would you be able to communicate effectively if you did not know the language of your job. Ex. - trucking language has radio dispatch terms, abbreviations, etc.

Suggested activities.

Generate examples of situations when it is necessary to use specific terms to express yourself clearly.

### IV. Exercise/Engagement:

1. List all the computer vocabulary words the group has learned thus far.
2. Write a one sentence definition for each vocabulary word using the past computer worksheets.
3. Describe the computer system in front of the student using the correct computer language.

Students may not have the typing skills to do this on computer yet. Encourage them to use the computer, but long hand definitions are acceptable at this time. Alphabetizing may cause difficulty for some students.  
NOTE: The sample vocabulary is provided as a model, it is not intended to be a hand out.

V. Workplace Application: To show the importance of workplace terminology

## Computer Vocabulary List

**A drive** - the device that reads data from and writes data to the disk. Also called the floppy disk drive.

**backspace key** - erases information to the left or behind the cursor.

**booting** - a process that happens when you first turn on the computer. The computer goes through a systems check.

**C drive** - a drive that is a large capacity permanent storage area that offers fast access to the information stored on it.

**computer** - an electronic device that performs complex tasks at high speed with great accuracy.

**control box** - the box at the left end of the title bar that opens the control menu.

**CPU** - abbreviation for Central Processing Unit

**delete key** - erases information to the right of the cursor.

**dialog box** - any box with a statement or a question that gives choices

**disk drive** - a device that transfers information back and forth between the computer and the disk.

**formatting** - the laying down of markers on a disk that allows for finding or retrieving files. Used disks can be reformatted and this erases all previous files from the disk.

**floppy disk drive** - the device that reads data from or writes data to the floppy disk. Also called the A Drive.

**function key** - located at the top of the keyboard, F1 through F12. They are used with some software to operate programs when no mouse is available.

**hardware** - the group of parts that make up the computer system that can be seen and touched. These parts are the monitor, computer, keyboard, printer, and mouse.

**icons** - the little pictures on the screen that represent programs and windows.

**keyboard** - used to enter data into the computer and issue commands to the computer.

**maximize button** - the button that makes the window the size of the entire screen.

**memory** - the area of the computer that holds instructions (programs) and information that you give but “forgets” everything when the computer is turned off.

**menu bar** - the bar that has the names of the application’s window menus.  
Example: File, Option, Window, Help.

**minimize button** - this button makes the window smaller

**monitor** - is the television like piece of equipment that displays computer information.

**mouse** - a small hand-held device that is used to control the pointer on the screen.

**pointer** - the arrow shaped cursor that moves as you slide the mouse over a flat surface.

**printer** - a device that transfers information from the computer to paper.

**processor** - also called CPU (Central Processing Unit) is considered to be the brains of the computer.

**restore button** - the button that restores the screen to the previous size.

**scroll bar** - the bar that appears at the right and bottom of the screen that moves the contents of the window so it can be seen.

**software** - programs that may be loaded on the computer’s hard drive.

**title bar** - a horizontal bar at the top of a window that holds the window’s name.

**windows borders and corners** - the edges of the windows that are used to size windows.

**workspace** - the central part of the window where the work on the application is located.

## Understanding *file manager* in a computer system

I. Understanding /Outcome: To understand the file manager in a computer system.

Materials: Personal computer system, computer software

### III. Demonstration

Activate prior knowledge.

1. When do you have to find something at work? (A part number, a routing sheet, an order number, etc.) Where do you go when you want to find a phone number? (You can look in the yellow pages, a *directory*)
2. If you are if you are looking for a specific topic in a book, where should you look first? (the index)

Suggested activities.

Give examples of specific situations when it is necessary to locate a specific topic. Elicit responses.

Explain how you start in the index to look up the topic. The index is the file manager. The topic is the program (windows, ms works, ms word, ms publisher). The information that is found on the topic is the files

### IV. Exercise/Engagement:

1. Open up the file manger icon.
2. Explain the different sides of the window, files and programs.
3. Demonstrate how to change the drives ( Hard and floppy or disk)
4. Show how you can display the information in different variations under the *view* option.
5. Explain the menu bar selection for this window
6. Demonstrate how you can open, delete, and copy a file from this window

V. Workplace Application: To understand basic management of a number of computer files

## Typing a document

I. Understanding /Outcome: To successfully type a document on the computer

Materials: Computer system, worksheets, 3.5 diskettes

### III. Demonstration

Activate prior knowledge.

1. Ask students to give their idea of using the computer to its fullest potential.
2. How can using a computer be beneficial to you at work or at home?
3. Can the computer make tasks easier?
4. Introduce word processing.
5. Ask students if they have any typing experience.
6. Review critical keys on the keyboard.

### IV. Exercise/Engagement:

Type a short paragraph on the computer using the critical keys to assist you.

1. Tab keys
2. Backspace
3. Enter keys
4. Capitol keys
5. Shift keys
6. Delete keys
7. Arrow keys
8. Space bar

1. The emphasis on this lesson is not on the typing but on understanding how certain keys function. Those with limited typing skills can learn this without spending a great deal of time typing a long paragraph..
2. Explain how these keys will make typing documents much easier.

V. Workplace Application: To use basic word processing skills at work.

## Opening and closing computer files

I. Understanding /Outcome: To successfully open and close a file on the computer

Materials: Computer system, computer software, 3.5 diskettes

### III. Demonstration

Activate prior knowledge.

1. Use the analogy of a dresser with drawers as related to computer workspace. The dresser represent the software program, and the drawers are the files in that program. Each document that the students types is a drawer that is inserted into the dresser when it is saved. The dresser drawer is opened when the file is in use and closed when the student is finished with the file. It is necessary to close the drawers of the dresser when you are finished with the software program.

Suggested activities.

Discuss the idea of a file and how a file is created in a software program  
Explain how a file is opened and closed in a particular software program.

### IV. Exercise/Engagement:

1. Enter a computer program in windows.
2. Create a new file in this program
3. Type some information into the new file.
4. Name and save this file on a disk.
5. Close the file
6. Exit the particular program
7. Find the saved file on the disk.

1. Suggested activities.
2. Explain how this process is carried out every time they need to locate a file.
3. Explain how some programs will only let you open one file at a time, and how others will allow you to open several files at the same time.

V. Workplace Application: Increase the awareness of the computer filing system.

## Saving a document on a disk

### I. Understanding /Outcome: Saving a document on to a disk

Materials: Computer system, computer software, 3.5 disk, *How to save a document on a disk*. The handout may have to be revised depending on the word processing program used.

### III. Demonstration

Activate prior knowledge.

1. Explain the process of saving a document on a disk by equating saving a document to keeping an address book. When you meet someone new you add a name to the already existing book. You continuously change your address book as people move and switch numbers. It is not necessary to start a new address book every time you make changes in your book. Saving a document is the same concept, you type your original document and save it on a disk. When changes need to be made you do not have to start over you can just open the original file and make changes.

Suggested activities.

Brainstorm how saving a document on a disk is beneficial to someone as opposed to keeping hard copies.  
List the participants' responses.  
List some of the advantages of saving a document on your diskette:

1. Other people can use and work with your data.
2. You can work on your documents at different computers.
3. You can complete your task at different times without starting your document over.

### IV. Exercise/Engagement:

1. Enter a word processing program
2. Create a new program
3. Ask participants to type their names of their job positions on the computer
4. Explain how you name a document when you save a document.
5. Go step by step through the process of saving a document using the worksheet.

1. Suggested activities.
2. Explain how this process is carried out every time they need to save a file.
3. Explain the importance of saving a document and the consequences that are suffered when the process is not done properly.

6. Explain how the title bar will change when the document is saved.	
--	--

V. Workplace Application: To learn the process of saving a document on a disk.
--

***How to save a document on a disk***  
**(Using MS Write)**

1. Go to write on the computer.  
Move the pointer to write -- click once.
2. On the blank screen type, "I know 10 things about computers."  
List 10 things you know about computers.  
Make each one a complete sentence.
3. Save your document on the disk.
  - a. Move the mouse pointer to file --click once.
  - b. Move the pointer to Save As --click once.
  - c. Type the name of your file.  
It will appear in the file name box.  
The name has to have less than 8 letters, no spaces between words, no dashes or periods. Only one word names.
  - d. Click inside the Drive box at the bottom right corner.
  - e. Click on letter A.
  - f. Move the pointer to OK button -- click once.

You have just saved your document on the disk.

## Editing a document on a disk-Part 1

### I. Understanding /Outcome: Editing a document in MS Write

Materials: Computer system, computer software, 3.5 diskettes, a sample document in its non-edited and edited form.

### III. Demonstration

Activate prior knowledge.

1. What task might you complete and go back to at a later date? (Painting a room and then going back to touch up woodwork or trim.)
2. Discuss the differences between the non-edited document and the edited document..
3. Explain why the edited version is preferred over the non-edited version.

1. Ask for examples of tasks that you complete and then go back to at a later time to add finishing touches.
2. Use examples generated to show how the editing process works. .  
When typing a document after getting your thoughts down on paper, it is important to go back to it and put the finishing touches on it.
3. Show a before and after example of an edited

### IV. Exercise/Engagement:

1. Enter a word processing program
2. Create a new file named *devices*.
3. Ask participants to type the paragraph on the worksheet just like it is on the paper. (Do not make any corrections)
4. Save work and call it *wrong*.
5. Go step by step through the process of correcting the entire document using the backspace, delete, space bar, and the mouse.
6. Save their documents and call it *correct*.

1. Suggested activities.
2. Explain how this process is carried out every time they need to edit a file.
3. Explain the importance of editing a document
4. Explain how some programs will catch the mistakes that are made in a document for you. (Ex.: spell check, grammar check)

### V. Workplace Application: Learn how to edit a document on a disk.

### *Editing Exercise*

Name: \_\_\_\_\_

1. Go into the *Accessories* Window.
2. Open the icon that says *Write*.
3. Type or open a copy of *Input Devices*

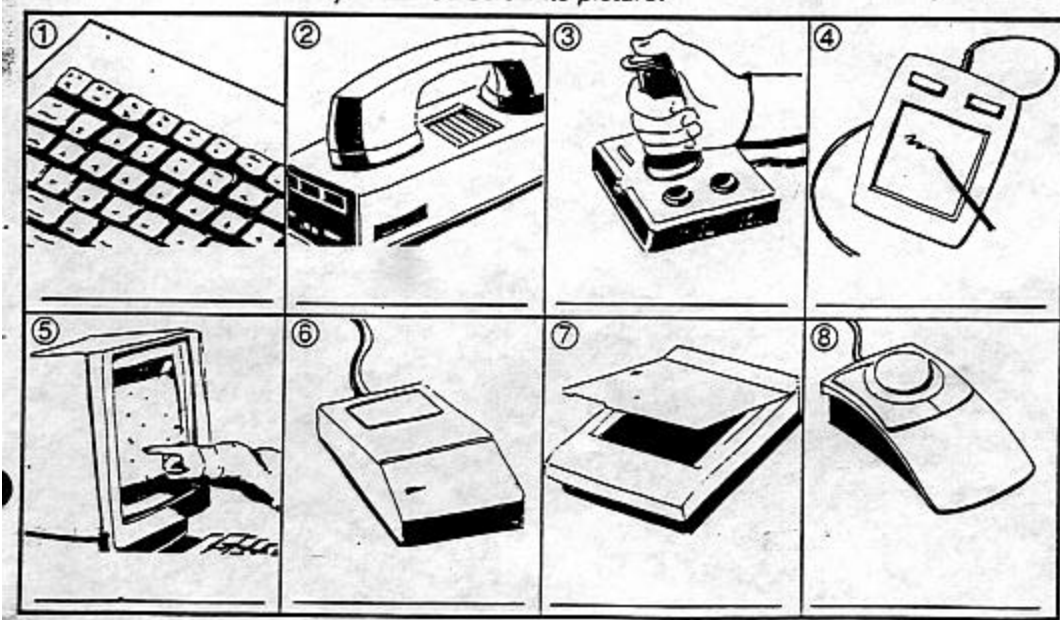
#### *Input Devices<sup>1</sup>*

Many devices allow us to enter information (input) into a computer so that the information can be processed. Input can either be data or programs., Some common input devices are listed below.

1. Keyboard--A keyboard is a device used to type data into a computer.
2. Joystick--A joystick is an input device often used for playing computer games.
3. Mouse--A mouse is a device with a rolling ball on the bottom. When a person moves the mouse, the cursor (pointer) on the screen moves. a mouse responds faster and allows easier input than a keyboard.
4. Trackball--A trackball is similar to a mouse, but it has a rolling ball on top. When the ball is rolled with the palm of the hand, the cursor moves on the screen.
5. Touch Screen--On a touch screen, one touches the monitor to make choices.
6. Light pen -- One enters data by shining a special light pen on the monitor. Often used by people who have limited use of their hands.
7. Drawing tablet or pad--One can enter drawings directly into the computer by indicating lines, shapes, and color images on a special tablet or pad connected to the computer.
8. Modem- Telephone signals are input into a computer through modems.

---

*Computer Awareness, p. 7.*



Reproduced from Computer Awareness.

4. Save the document on your disk in Drive A.
5. Name your document *devices*.
6. Make the following changes. (Parts *a* and *b* have the steps listed for you. Fill in the steps for editing from *c* to *j*.)

**a. Make the title Bold and Italic.**

1. Highlight the title with the mouse.
2. Go to **Character** on the menu bar -- click.
3. Click on **Bold** and **Italic**.
4. Click once in workspace.

**b. Double space the document.**

1. Highlight the paragraph.
2. Go to **Paragraph** on menu bar -- click.
3. Click on **Double space**
4. Click once in workspace.

**c. Underline each key word, Joystick, Keyboard, etc.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**d. Cut out the joystick sentence and paste it at the bottom.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

**e. Copy the Keyboard sentence and paste it between # 4 and #5.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. \_\_\_\_\_

**f. Change the title and the first 2 sentences to *Italic*.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**g. Type your name at the bottom in all capital letters. (Do NOT use the Shift key.)**

\_\_\_\_\_

**h. Take *Italic* off the title.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

**I. Bold each key word. (Keyboard, Joystick, etc.)**

**j. Resave the document and name it Devices2.**

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_  
5. \_\_\_\_\_ 6. Check the title bar for Devices2.

## Editing a document on a disk - Part 2

I. Understanding /Outcome: To enhance understanding of editing a document

Materials: Computer system, computer software, 3.5 diskettes

### III. Demonstration

Activate prior knowledge.

1. Review the previous editing lesson. Show a *before and after* example of an edited document. Brainstorm the differences between the edited example and the unedited document.

2. Why is the edited version preferred over the non-edited version?

Suggested activities.

1. Explain how this process is carried out every time a file is edited.
2. Explain the importance of editing a document
3. Explain how some programs will catch the mistakes that are made in a document for you. (examples: spell check, grammar check)

### IV. Exercise/Engagement:

1. Enter a word processing program
2. Create a new file
3. Ask participants to type a paragraph on the worksheet just like it is on the paper. (*Do not* make any corrections)
4. Have students save their work and call it *draft*.
5. Go step by step through the process of editing the entire document using the menu bar and the mouse.
6. Have the participants re-save their documents and call them *correct*.

Suggested activities.

Use the menu bar to bold certain sections of the paragraph.  
Demonstrate how to double space a document after it has been typed in singled space.  
Show how to underline certain words in the document  
Demonstrate how to cut and paste, and copy and paste parts of your document to the clipboard.  
Demonstrate the bold, italic, center, align right, and align left.  
Demonstrate how to change the fonts of part or the entire document.

V. Workplace Application: Increase the awareness of editing a document on a disk.