

Skills-Based Lessons Contextualized for the Adult Learner

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My name is Christine Briggs, *aka Mom and Lovey*.

- I have been a post-secondary resource teacher with Collier County Adult Education since 2015.
- I am one of the state trainers in Florida
- I coordinate resources and provide professional learning and support for the English Language and GED instructors.
- I received my B.S. in Education from Lynchburg College, Virginia and earned M.A.Ed. in Literacy Education from California State University, San Marcos. I hold a Reading and ESOL endorsement



My name is Ketsia Nortelus.

- I have worked Orange County Public Schools for the past 17 years. I transitioned to teaching Adult Education after working many years in the K-12 setting.
- I have been a post-secondary ESOL Instructor with Orange Technical College since 2016.
- I am the department chair, and support part-time ESOL teachers as a program coordinator and instructional support leader.

Why Do You Care?

Build a Sense of Community

In the chat box, answer these questions:

1. What would you say if someone asked why you cared enough to teach or work with Adult Learners.
2. **What moves you --really moves you--about your work?**

WIIEM

By the end of the session you will be able to:

- Identify what skills adult learners need to succeed in today's world.
- How to plan for a contextualized lesson.

Let's Chat!

What skills do our adult learners need in order to succeed in today's world?

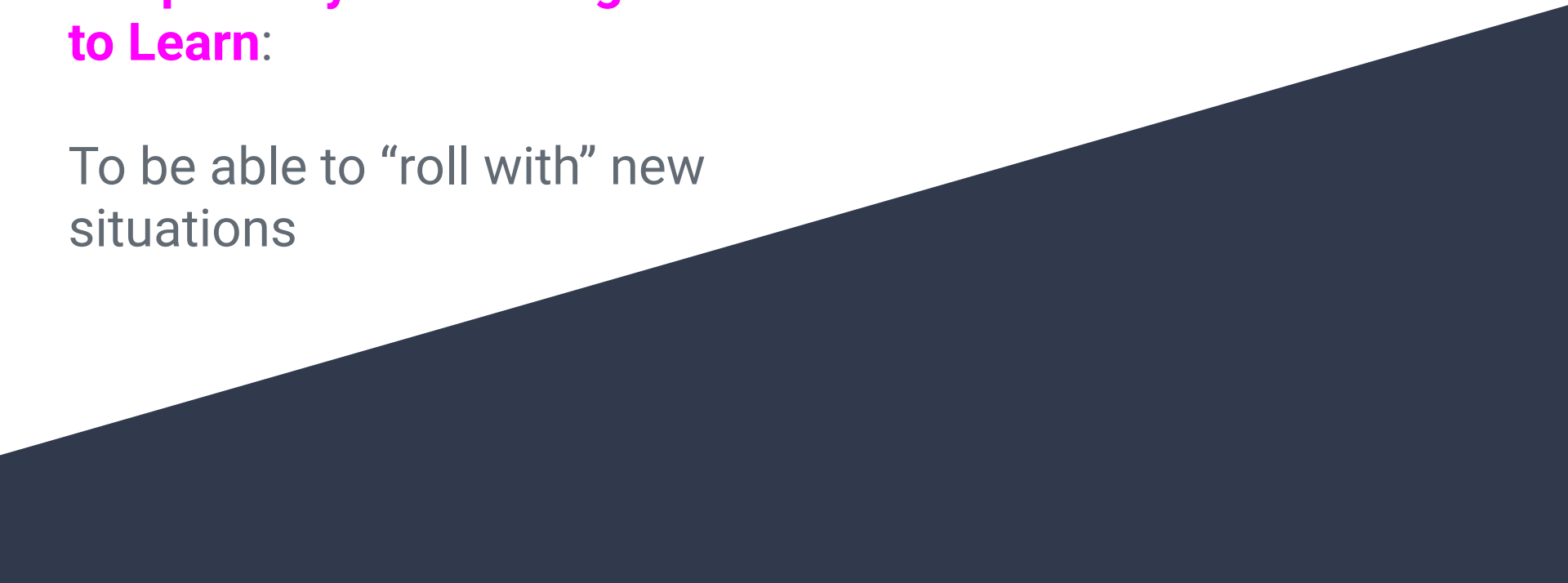
What skills do our adult learners need to succeed in today's world?

- ❑ **Critical Thinking**
- ❑ **Communication**
- ❑ **Processing and Analyzing Information**
- ❑ **Self-awareness**
- ❑ **Problem-solving**
- ❑ **Navigating Systems**
- ❑ **Adaptability and Willingness to Learn**
- ❑ **Respecting Difference and Diversity**
- ❑ **Interpersonal Skills**

Defining the Skills That Matter

Adaptability and Willingness to Learn:

To be able to “roll with” new
situations



Communication:

Convey information to others effectively verbal, nonverbally and in writing.

Critical Thinking:

Being open-minded and rational. It is informed by evidence and helps users arrive at decisions that go beyond factual recall. Involves actively applying thinking strategies.

Interpersonal Skills:

“People Skills”-demonstrates empathy, a positive attitude, patience...

Navigating Systems:

Analyze and research and operate within the organizational structures that are part of 21st century communities, workplaces, schools, and families.

Problem-Solving:

1. Identify the problem
2. Propose solutions
3. Analyze solutions
4. Apply solution

Processing and Analyzing Information:

Adults first read/listen to information related to a topic, then use thinking tools such as graphic organizers to analyze the component. Then reflect on the results.

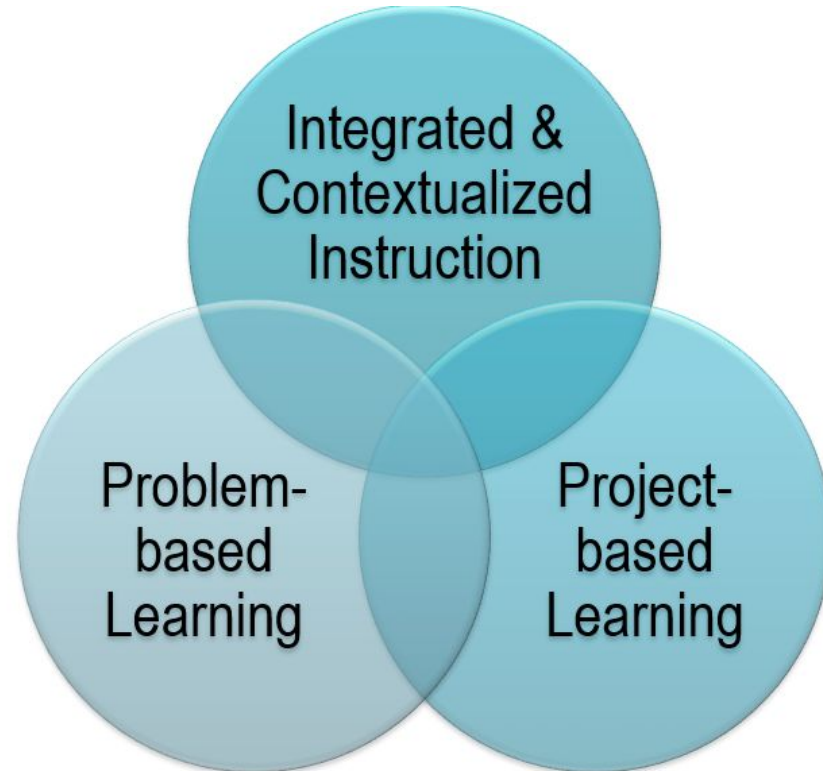
Respecting Differences and Diversity:

Accepting diverse viewpoints and expertise. Learners actively listen and respond appropriately to teammates from diverse backgrounds.

Self-Awareness:

Ability to think about one's own emotions, thoughts, and values and being able to assess one's strengths and limitations while maintaining a "growth mindset."

Approaches that Work



Problem-Based Learning

Definition: Instead of presenting facts and concepts directly, complex, real-world problems are used as the vehicle to promote student learning.

- Student Centered
- Students research and think through an authentic problem scenarios in order to propose solutions.

Research basis: Center for Teaching Innovation. (n.d.). Problem-based learning. Ithaca, NY: Cornell University.

<https://teaching.cornell.edu/teaching-resources/engaging-students/problem-based-learning>

Mathews-Aydinli, J. (2007). *Problem based learning and adult English language learners*. Washington, DC: Center for Adult English Language Acquisitions, Center for Applied Linguistics.

https://www.cal.org/caela/esl_resources/briefs/Problem-based.pdf

Example: Learners are given the following problem:

A family is looking for a place to live in ___, The father has a job at ___ and earns ___. The mother has a job at ___ and earns ___. They have a 14-yr old son and a 7 yr old daughter. Their son has diabetes and needs regular medical care. They do not have a car. Where should they live? To decide, please consider info about costs of available housing, public transportation, and health care services. Team members use a cost of living website to research the cost of living in their own city. Based on their research, they determine whether to look locally or in a nearby area. Then, they create a poster or in a digital form to present their solution.

Project–Based Learning

Definition: Students gain knowledge by addressing essential questions, setting and prioritizing goals, and engaging with real-world tasks.

- Results in a creation of a product ex. A report, presentation, video
- Uses basic skills, soft skills and creativity
- Engaging approach that prepares learners for postsecondary and career transitions.

Research basis:

ATLAS (ABE Teaching & Learning Advancement System). (n.d.) Project-Based Learning resource library.

<https://atlasabe.org/resource/project-based-learning-the-online-resource-for-pbl/>

Example: Students in an intermediate ESL class focus on the questions, “How can we help our school community learn about the garden?”

- Plant a garden
- Create a short video showcasing vegetables growing
- A recipe they make using at least one vegetable
- Explanation of why the garden is important

www.pblworks.org

Integrated and Contextualized Learning

Definition: The focus is on using relevant content areas as the context for instruction. The contextualized lesson builds content knowledge while integrating instruction in:

- Reading and writing skills
- Math skills
- Language acquisition
- Soft skills

Research basis:

1. <http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum.aspx>

2. <http://www.ascd.org/publications/books/103011/chapters/What-Is-Integrated-Curriculum.aspx>

An instructor chooses a financial literacy context to teach addition and subtraction of whole numbers. Pairs of learners are each assigned a family's set of expenses. Partners collaborate to respond to text-dependent questions asking for the total amounts each family spends in different categories. Pairs evaluate their assigned family's spending habits and present their suggestions on ways to economize, based on adding and subtracting amounts from the expenses.

Welcome to

Health Literacy



Sample Unit Lesson

Lesson Objectives

Today we are going to learn how to

- Process and analyze data about the cost of smoking.
- Think critically about smoking as a threat to good health.
- Understand the author's purpose by identifying elements of text structure.



The Cost of Smoking Contextualized Lesson

Health Literacy: Integrated and Contextualized Learning



The Cost of Smoking

This approach to teaching health literacy is designed to be relevant to students studying for high school equivalence examinations. The lesson integrates information about the harmful effects of smoking with practicing math, specifically solving word problems and interpreting graphs.

By the end of this lesson, the students will be able to:

- Process and analyze data about the cost of smoking.
- Think critically about smoking as a threat to good health.

Ideal class: ESL or ABE (see suggested adjustments for ASE at the end of this example)

Ideal level: Intermediate ESL or Low Intermediate ABE (see suggested adjustments for different levels at the end of this example)

Time: 90 minutes

Steps of a Successful Integrated Activity	Description	Materials	The Skills That Matter Addressed or Evident
Step I Introduction Time: 10 minutes	<p>Ask the students if they know how much smoking costs. How would they figure it out? Discuss the different types of costs this might involve (financial, health, social, etc.).</p> <p>Explain to the students that they will be solving word problems while analyzing information about the cost of smoking and that then they will practice interpreting graphs while analyzing information about the health effects of smoking.</p>		Self-awareness Critical thinking
Step II Guided practice tasks Time: 45 minutes	<p>Give students copies of the Multiplication Practice handout (Appendix A). Students practice multiplication by calculating the weekly, monthly, and annual costs of smoking. Complete the first word problem together as a group. Then have students complete the remaining word problems independently. Have students correct their own answers as you review the correct answers and calculations as a large group.</p> <p>When they are done, give the student copies of the Interpreting Graphs handout (Appendix B). The students work in small groups to answer the questions. Discuss the answers to each question with the whole class. Have each small group answer one question and explain where on the graph they found the information.</p>	<ul style="list-style-type: none"> • Multiplication practice (Appendix A) • Interpreting graphs (Appendix B) 	Critical thinking
Step III Follow-up Time: 20 minutes	<p>Following the activity, ask these questions to promote processing and analyzing of information, communication, critical thinking and self-awareness:</p> <ul style="list-style-type: none"> • What are the financial costs of smoking? • How much would Julie, Maria, Frankie, and Stan save if they did not smoke? • What could they do with the money they saved? • What are the health costs of smoking? • If someone wanted to quit smoking, where could they go for help? 		Processing and analyzing information Communication Critical thinking Self-awareness

Steps of a Successful Integrated Activity	Description	Materials	The Skills That Matter Addressed or Evident
Step IV Assessment Time: 5 minutes	Exit cards Ask each student to write down one thing they learned, one thing that surprised them, and one question they still have on an index card and return it to you as they exit the classroom.	<ul style="list-style-type: none"> Index cards for exit tickets 	

Possible adjustments for context or level

- **English as a Second Language:** Not applicable. If you are teaching mathematics to learners in their first language, translate the student handouts before using.
- **Beginner:** Complete one word-problem at a time. Read each word problem aloud. Have the students complete the calculation and check their work before moving on to the next problem.
- **Intermediate:** Complete one word-problem at a time. Ask the students to read the word problems aloud. Have the students complete the calculation and check their work before moving on to the next problem.
- **Advanced:** Have the students complete the word problem calculations independently. Call on students to share their calculations on the board as you check the answers with the whole class.

Appendix A. Multiplication Practice

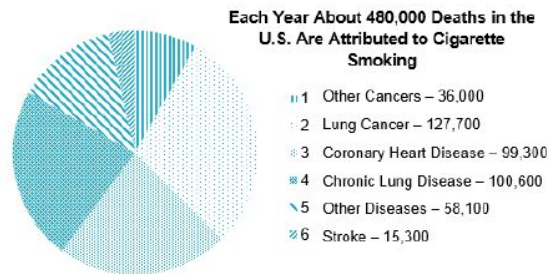
Practice multiplication by calculating the cost of buying cigarettes.

1. Julia buys six packs of cigarettes each week. Each pack costs \$5.00. How much does Julia spend on cigarettes each week?
 - a. \$15.00
 - b. \$24.00
 - c. \$30.00
 - d. \$35.00
2. Maria buys six packs of cigarettes each week. Each pack of cigarettes costs \$6.50. Calculate how much Brenda spends on cigarettes in 1 month (1 month = 4 weeks).
 - a. \$38.00
 - b. \$76.00
 - c. \$124.00
 - d. \$156.00
3. Frankie buys seven packs of cigarettes each week. His cigarettes cost \$7.25 per pack. Calculate what Frankie spends on cigarettes each year (1 year = 52 weeks).
 - a. \$50.75
 - b. \$377.00
 - c. \$983.50
 - d. \$2,639.00
4. Stan buys three cartons of cigarettes each week for himself and his wife. Each carton (10 packs of cigarettes) costs \$52.00. How much do Stan and his wife spend on cigarettes in 1 year (1 year = 52 weeks)?
 - a. \$8,112.00
 - b. \$5,124.00
 - c. \$2,704.00
 - d. \$978.00

Appendix B. Interpreting Graphs

Annual Deaths Due to Smoking Cigarettes United States 2005–2009

Data Source. "Tobacco – Related Mortality," Centers for Disease Control and Prevention, https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/tobacco_related_mortality/index.htm#diseases, accessed June 21, 2019.



Smoking harms human health and is the leading preventable cause of death in the United States. Based on the data in the pie chart, answer the questions that follow.

1. About how many deaths each year are due to smoking-related disease?

2. Which disease kills about 99,300 people who smoke each year?

3. About how many smoking-related deaths each year are due to cancer (lung and other cancers)?

4. About what percentage of smoking-related deaths each year are due to lung cancer?

5. Write a sentence to describe what information this pie chart shows.

Author's Purpose and Text Structure

Smoking Hurts the Lungs and Heart

1. **Lungs**—Smoking kills parts of the lungs that allow a person to breathe. It also causes illnesses, such as bronchitis and emphysema.
2. **Heart**—Smoking blocks vessels carrying blood to and from the heart. It can also lead to heart attacks.



6 Reasons Not to Start Smoking

- Smoking limits the amount of air a person's lungs can hold.
- Smoking causes **severe** coughing.
- Smoking causes bad breath and limits a person's sense of smell.
- Smoking ages a person's body. It causes wrinkles and hair loss.
- Smoking causes mouth **cancer** and other **diseases**, such as tooth decay and gum disease.
- Each year, fires started by lit cigarettes kill about 25,000 people.

We are going to focus on Author's Purpose and Text Structure

AUTHOR'S PURPOSE

An author writes for many purposes,
some of which are to:

PERSUADE

*Convinces you to think or
do something*

INFORM

Gives information

EXPRESS

*Expresses feelings or
emotions*

ENTERTAIN

Amuses or interests you

An author may have more than one purpose for
writing.

Sometimes the purpose is clearly stated, but
other times you have to figure it out on your
own.

Teacher in a Small Town

What is the author's purpose?

- All authors have a reason, or purpose, for writing. The details and information that they present demonstrate their purpose.
- Ask yourself, "What does the author want me to learn or think as a result of reading or viewing their work?"

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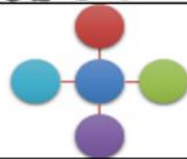
Teacher in a Small Town

Text Structures

nonfiction

description

characteristics,
features, examples



sequence

first, next, then, last, before, after



compare &
contrast

what is alike and what is different



cause &
effect

When something makes something else happen



problem &
solution

Problem and a way to fix it

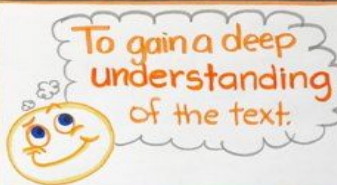
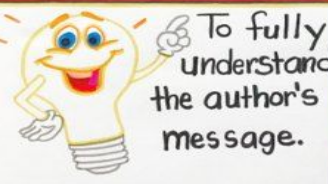
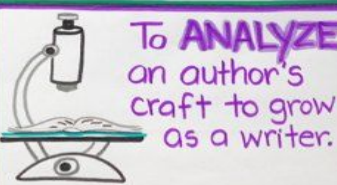


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Close Reading



Why do readers CLOSE READ?

 <p>TO HELP COMPREHEND COMPLEX TEXT</p>	 <p>To gain a deep understanding of the text.</p>
 <p>To fully understand the author's message.</p>	 <p>To FOCUS on patterns and details in the text.</p>
 <p>To analyze a text to THINK critically about it.</p>	 <p>To ANALYZE an author's craft to grow as a writer.</p>

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Text-dependant Questions:

Why did the author write this article?

Why did the author write a list?

Why did the author included a picture in this passage?

Author's Purpose and Text Structure

More than one-fourth of U.S. cancer deaths linked to smoking, study says

Presenting Save Read Aloud Share Hide Print



Newseal.com

https://newsela.com/read/cigarettes-cancer-study/id/23419?collection_id=339

Why did the author write this article?

What text structure did the author use?

Why did the author included a picture in this passage

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After this lesson, which skills did the adult learners use to understand the content?

- ☐ Critical Thinking
- ☐ Communication
- ☐ Processing and Analyzing Information
- ☐ Self-awareness
- ☐ Problem-solving
- ☐ Navigating Systems
- ☐ Adaptability and Willingness to Learn
- ☐ Respecting Difference and Diversity
- ☐ Interpersonal Skills

References & Resources

-Read Works

Readworks. (n.d.). Retrieved March 04, 2021, from

<https://www.readworks.org/article/Smoking-Hurts-the-Lungs-and-Heart/5ef2cade-4e52-4c87-bcf2-16a78cab199f#!articleTab:content/>

-Newsela

More than one-fourth of U.S. cancer deaths linked to smoking, study says. (n.d.). Retrieved March 04, 2021, from

https://newsela.com/read/cigarettes-cancer-study/id/23419/quiz/question/0/?collection_id=339&collection=339

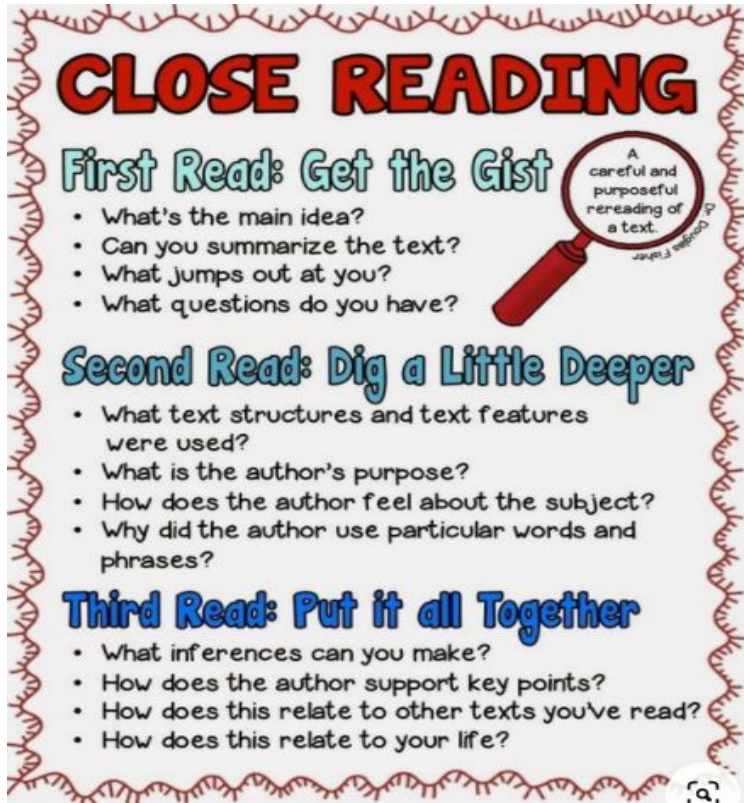
-CommonLit <https://www.commonlit.org/en>

- Quizizz(Text Structure) <https://quizizz.com/admin/quiz/57f72097d4f5f8db4504f70c/text-structure>

-Teaching Skills That Matter in Adult Education (TSTM Toolkit)

[The Cost of Smoking Contextualized Lesson](#)

References & Resources



Anchor Chart provided by
Mind in Bloom <https://minds-in-bloom.com/>

Questions?



[illegible]