

Resources for the Adult Educator

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In this issue:



Speaking



Applied Literacy



Professional Development



Classroom Management



Exploring Resources



Tutor Profile

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Editor’s Corner

Infuse some new ideas into your class this spring with help from this issue of *Notebook*.

The first article focuses on comfort food. By its very definition, comfort food is food that makes us feel safe and comfortable and may bring up pleasant memories from the past. Our article covers how to present the idea of comfort food into an ESOL class and includes some speaking activities and vocabulary related to comfort food. We also discuss how to make comfort food choices healthier. You’ll probably get hungry just reading the article.

The next article introduces *Leamos*™, a program now available from ProLiteracy. Spanish-speaking adult learners can have a hard time learning English if they have low literacy in their first language, and that’s what *Leamos* addresses. Discover more about how *Leamos* works so you can decide if it would benefit your students.

With the proliferation of social media, “Using a Facebook Group With Your Class” explains how adult education teachers can use private Facebook groups to connect, teach, and share information with their classes. Find out how to start a private Facebook group for your class (it’s easier than you think), how other instructors have used such a group, and what works or doesn’t work.

Before you read our description of the next story, take a minute to think about the average age of your students. We bet you’ve had some newer and younger additions to class. There’s a lot of talk nowadays about Millennials, but Generation Z—born between 1995 and 2009—is the next generation starting to enter adult education classes. Read “Better Teaching for Generation Z” to learn some characteristics associated with this age group and how you can design your lessons to help them.

Exploring Resources includes several new products from ProLiteracy, New Readers Press, and other sources to enhance your teaching and professional development.

Finally, this issue’s Tutor Profile features Amy DiFilippo, a dynamic ESOL tutor who won the Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-Based Adult Literacy at the ProLiteracy Conference on Adult Literacy last September.

—The Editor

What Is Comfort Food?

Speaking

Purpose

To give ESOL students a lesson in what American comfort food is and prompt them to share examples of comfort food from their own countries.

Rationale

Food lessons in ESOL classes are always fun, and this lesson introduces several American comfort foods. It culminates with a chance for students to share examples of comfort food from their native countries. The lesson also points out the importance of making comfort food healthier.

Although this lesson focuses on the ESOL classroom, it could be slightly modified for other adult education settings, including students studying health or those prepping for high-school equivalency exams. For the latter, you can focus more on the recipe and talk about the math involved with different measurements. For example, how much would you need of each ingredient if you wanted to double or triple the recipe?

More Information

If you have any home chefs in your class, they may be interested in trying other variations of healthier comfort food. Find related links on this page and page 4. If your students are proficient enough in English and at using the internet, they can explore these sites on their own. Otherwise, you can check out the links and decide if you want to share any of the recipes.

If students enjoy exploring recipes online, you can encourage them to read comments written about recipes for additional English practice and to help them determine if they would want to make that recipe. They could even add their own comments after they make a dish.

4 Lessons for Making Healthier Comfort Food

<https://www.thekitchn.com/5-lessons-for-making-healthy-comfort-food-249793>

This isn't a recipe, but it does present several ideas to make comfort food healthier. If your class has a strong interest in the topic, it could be a reading for them, with your vocabulary support if needed.



More Information

continued from page 3

Baked Butternut Squash Macaroni and Cheese

<https://www.superhealthykids.com/baked-butternut-squash-macaroni-cheese/>

Here's a variation on butternut squash mac and cheese from the website Super Healthy Kids.

Skinny Oven-Fried Chicken

<https://mommyhomecooking.com/skinny-oven-fried-chicken/>

Cauliflower Mashed Potatoes

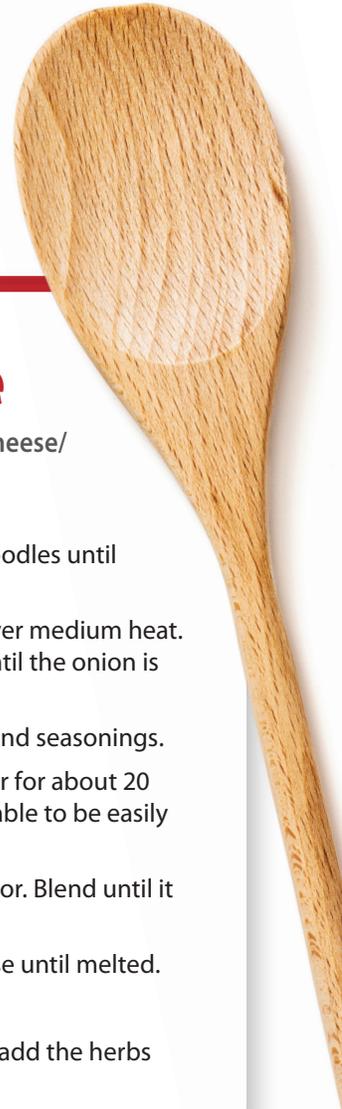
<https://www.allrecipes.com/recipe/230816/garlic-mashed-cauliflower/>

Healthy Meatloaf

<http://www.geniuskitchen.com/recipe/awesome-and-healthy-meatloaf-222109#activity-feed>

The Basic Activity for ESOL Classes

1. **If you have time before this lesson, have some comfort food examples you can share with the class.** You could make a comfort food introduced in this lesson, or you could bring in ingredients used in some of the comfort foods (potatoes to represent mashed potatoes or sandwich bread and cheese to represent grilled cheese).
2. **In class, put the words “Comfort Food” on the board. Ask students, “What is comfort food?”** See if they can figure out the meaning from the words or if they are familiar with the phrase. Next, share the definition of comfort food—it's a food that makes you feel good or happy and is usually from your childhood or from home cooking. Comfort food also can make us feel good if we're sad or sick or when it is cold outside. You can also let students know that comfort food usually has a lot of sugar, carbohydrates, and/or fat.
3. **Next, share some examples of American comfort food.** Have enough copies of the handout on page 6 to share with everyone in the class. Talk about what is in each food. Practice pronunciation. If you were able to bring in some examples of an American comfort food, this is the time to share it.
4. **Give students time on their own or with a partner to practice the pronunciation of the words on the handout.**



Butternut Squash Mac and Cheese

Slightly modified from: House of Yumm, <https://houseofyumm.com/butternut-squash-mac-and-cheese/>

Ingredients

- 1 pound elbow noodles (*or pasta of your choice*)
- 1 tablespoon extra virgin olive oil
- 1/2 cup diced yellow onion
- 2 cloves garlic, minced
- 4 cups cubed butternut squash (*you can buy a butternut squash and cook it, or you can buy a puree*)
- 4 cups vegetable broth
- 1 cup 2% milk
- 1 1/2 teaspoon salt
- 1 teaspoon ground mustard
- 1/4 teaspoon ground black pepper
- 2 cups sharp cheddar cheese

Directions

Bring a pot of water to boil and boil the noodles until softened. Drain and set aside.

In a large pot add the olive oil, and heat over medium heat. Add in the diced onion and garlic. Cook until the onion is just softened.

Add in the butternut squash, broth, milk, and seasonings.

Bring to a boil, reduce the heat and simmer for about 20 minutes, until the squash is softened and able to be easily mashed.

Move the mix to a blender or food processor. Blend until it is smooth and creamy.

Return mixture to the pot. Stir in the cheese until melted.

Add the pasta and stir to coat the noodles.

Serve and enjoy while warm. You can also add the herbs parsley, thyme, or sage on top.

5. **Ask students about comfort food from their countries.** Students who want to share information about a comfort food could take turns coming to the board, writing the food's name, and talking about what's in it. Have students discuss comfort food as a class or with a partner. When do they eat comfort food from their country? Who makes it? Do they have a favorite memory about comfort food? If they make comfort food, do they ever change the recipe?
6. **Ask, "Is it good to eat comfort food all the time? Why or why not?"** The answer should be no, because comfort food usually has a lot of sugar, fat, carbohydrates, or even salt. Avoiding too much comfort food could be important if someone has health problems such as diabetes or high blood pressure. Ask, "Is there a way to make comfort food healthier?" Some students may have examples to share of healthier comfort food from their countries. You can share a couple of examples from the American comfort food introduced in the lesson. For instance, you can lower the amount of cheese used in mac and cheese and add a vegetable. For pizza, you can use a whole wheat or cauliflower crust and add less cheese and more veggies. Ask students if they have ever changed a recipe to make it healthier.
7. **Turn students' attention to the mac and cheese picture on the vocabulary handout. Ask if anyone in class has tried mac and cheese.** Let them know you're sharing a recipe for a healthier mac and cheese. Provide a copy of the recipe on page 4 of this issue. Read the recipe together as a class. Discuss any new words. Give students time to practice reading the recipe on their own after you have read it for them.
8. **If it's feasible for your class, invite students to cook their favorite comfort food to bring to a class potluck.** Students could bring in a comfort food from their country or try out the healthier mac and cheese recipe shared with this story.
9. **To continue providing practice with the vocabulary, have students bring their comfort food handout to the next class.** Encourage learners to work with a partner and use one handout at a time. One partner should use a piece of paper to cover up the vocabulary words, and the second partner should try to remember the correct name of the food shown in each picture. Pairs should take turns and repeat the activity. This also gives them pronunciation practice.

For additional practice, provide a dictation exercise in which students hear you say each vocabulary word and they write it down. Check spelling together when finished.

More Comfort Food Examples

Our activity prompts you to ask students for comfort food examples. If there's any trouble generating that discussion, you can talk about the following global comfort food examples, as shared on the sites BuzzFeed, Wikipedia, and PureWow:

Mexico: Chilaquiles

Lightly fried corn tortillas that are cut into four pieces and cooked with salsa or mole (pronounced moe-leh). The fried tortillas are topped with pulled chicken, Mexican cream, fresh cheese (queso fresco), eggs, and refried beans.

Japan: Oden

This is a dish made in the winter that uses boiled eggs, radish, konjac (a plant used in Japanese food), fish cakes, and broth.

El Salvador: Pupusas

Thick tortillas made from a finely ground corn flour and stuffed with cheese, refried beans, and/or meat.

Canada: Poutine

Crispy French fries topped with gravy and cheese curds.

Holland: Poffertjes

These are like puffed up mini-pancakes and are served with powdered sugar and butter.



COMFORT FOODS



1. macaroni and cheese



7. meatloaf



2. mashed potatoes



8. fried chicken



3. grilled cheese



9. hot dogs



4. pizza



10. ice cream



5. biscuits



11. chocolate chip cookies



6. French fries



12. pie

Let *Leamos*[™] Help Spanish-Speaking Students Learn to Read and Write

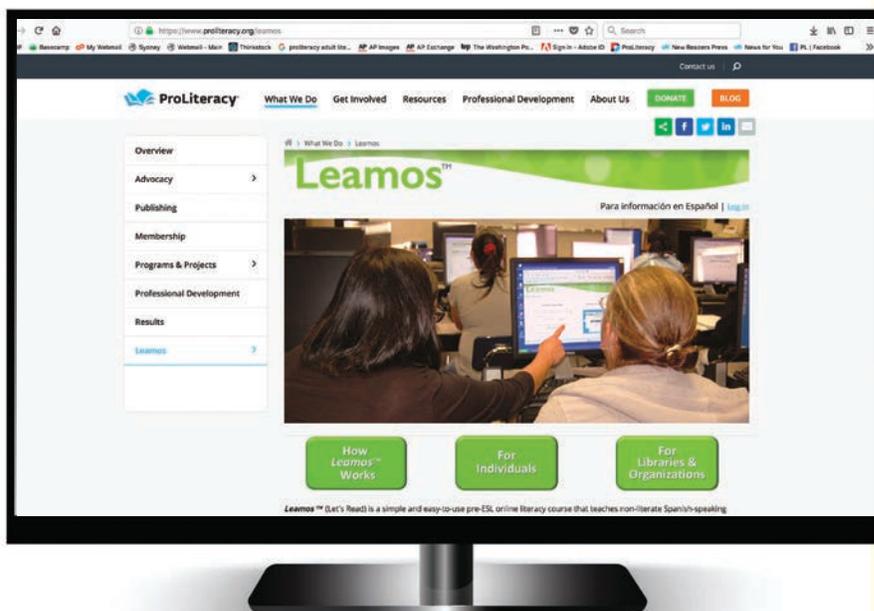
Purpose

To introduce *Leamos*[™], an online Spanish literacy program recently acquired by ProLiteracy.

Rationale

Learning English can be challenging for anyone, but it is especially hard for students who are not literate in their native language. ESOL students may lack strong reading and writing skills in their native languages due to trauma or educational barriers like working at an early age instead of going to school. Helping these students learn English, particularly reading and writing, can be tough without a better foundation in their native language. There are 36 million low-literate American adults. Of those, a little under 1.6 million are nonliterate Spanish-speaking adults.

This concept led to the creation of *Leamos* (www.proliteracy.org/leamos), which means *Let's Read* in Spanish. *Leamos* is an easy-to-use pre-ESOL online literacy course that teaches nonliterate Spanish-speaking adults to read and write in Spanish. Studies have shown that it is easier for an adult to learn English if they are first literate in their native language. *Leamos* has nine modules, 43 instructional lessons, and takes an average of 150 hours to complete. ProLiteracy acquired *Leamos* in 2018 from California-based Centro Latino for Literacy to scale this effort and improve the quality of life for adults by increasing literacy rates.



Lesson Examples

Here are a few of the lesson objectives from the various *Leamos* modules. Objectives appear in English here but are in Spanish within *Leamos*.

Module 1

- Recognize vowels
- Form simple syllables
- Use the articles *el, la, las, los*

Module 2

- Recognize the strong and weak *r* sound
- Use the *rr*
- Use the indefinite articles *un, una, unos, unas*

Module 4

- Use and recognize hard and soft *g*

Module 7

- Use *tr*
- Use *pl*
- Use *pr*

Module 9

- Use *fr*
- Use *fl*
- Use *cl*

Leamos[™]

More Information

Here are a few resources that focus on the importance of native-language literacy before learning a second language.

Native Language Literacy and Adult ESL Learners

http://www.cal.org/caela/esl_resources/digests/natlit2.html

This is a nice summary of information from the Center for Applied Linguistics.

Who Are ESL Students?

<https://www.state.gov/m/a/os/44038.htm>

The U.S. State Department describes typical adult ESOL student characteristics and addresses some of the myths about English language learning. The article also discusses the value of native-language development for second language learning.

Fostering Literacy Development in English Language Learners

<http://www.colorincolorado.org/article/fostering-literacy-development-english-language-learners>

Although this article from Colorín Colorado focuses on children, many of the concepts still apply to adult learners. The information also can be helpful for family literacy settings.

Literacy Education and Second Language Learning

<http://www.leslla.org/default.htm>

http://www.leslla.org/teacher_resources.htm

Called LESLLA for short, this organization focuses on researching and helping students with little or no schooling before coming to a new country. The links found on the second website may be particularly helpful for teachers.

“Teaching Spanish speakers to become print-literate in their native language makes it easier to learn basic language skills like identifying sounds, connecting language sounds to letters, and decoding skills,” said Todd Evans, a program manager at ProLiteracy. “Once they’ve developed these skills in Spanish, it’s easier for students to apply these same skills in English.”

Leamos content and audio are all in Spanish.

Pricing per year: \$60 per user for 1-4 subscriptions; \$55 per user for 5 to 299 subscriptions; \$50 per user for 300+ subscriptions.

For additional information about *Leamos* or to learn how to get a free three-week trial, visit www.proliteracy.org/leamos, email leamos@proliteracy.org, or call 213-262-8799. You also can watch a live online demo of *Leamos* on Thursday, May 17, from 3 to 3:45 pm. Register at the *Leamos* website given in this paragraph.

PowerPoint slides from a presentation about *Leamos*.

Course Content

- Methodology
- Course Structure
 - 9 modules
 - 43 Lessons, self-paced
 - Virtual Instructor
 - Worksheets
 - Interactive evaluations
- Objectives

Curriculo Leamos™ Básico

| Módulo | LECCIONES | OBJETIVOS | CASOS |
|--------|---|---|---|
| 1 | <p>Lección 1 – educación [e, e, i, e, u] Vocales mayúsculas y minúsculas. A, E, I, O, U, a, e, i, o, u.</p> <p>Lección 2 – chavalo [i, i] Familia alfabética: se, é, se, su. Sílabas: mías, mí, sé, sé, sé.</p> <p>Lección 3 – chavalo [v, v] Familia alfabética: va, ve, vi, vu. Sílabas: mías, mí, sé, sé, sé.</p> <p>Lección 4 – chavalo [ch, ch] Familia alfabética: cha, che, chi, cho, chu. Sílabas: mías, mí, sé, sé, sé. Sílabas: mías, mí, sé, sé, sé.</p> <p>Lección 5 – sono [s, s] Familia alfabética: sa, se, si, so, su. Sílabas: mías, mí, sé, sé, sé. Sílabas: mías, mí, sé, sé, sé. Sílabas: mías, mí, sé, sé, sé.</p> <p>Ejercicio de Módulo 1</p> | <ul style="list-style-type: none"> • Reconocer las vocales. • Usar las vocales mayúsculas en nombres propios y al inicio de oraciones. • Formar sílabas simples. • Consonante + vocal + sílabas mixtas (dos consonantes y una vocal). • Usar correctamente las letras. • Usar las vocales mayúsculas con familias alfabéticas. • Usar las sílabas inversas. • Aplicar lo aprendido en oraciones o frases cortas. • Usar la "i". • Usar la "e". • Usar la "u". • Usar las letras aprendidas en su forma mayúscula y minúscula. • Usar los artículos la, los, el, los. | <p>R1.1, R1.2, R1.3, R1.4, R2.2, R2.3, R2.4, R3.1, R3.2, R4.5, R1.1, R1.2, R1.4, R1.6, R1.1, R2.2, R2.3, R2.4, R3.7, R4.2, R4.3, R4.3, R5.3, R5.4, R5.5</p> |

Letters & Generative Words

Worksheets & Module Exercises

Using a Facebook Group With Your Class



Purpose

To introduce the idea of creating and using a private group in Facebook to enhance your instruction.

Rationale

Just about everyone is on Facebook nowadays—or at least it feels like it. Look at anyone’s computer or smartphone screen, and you’ll probably see them scrolling or commenting on the popular site. In fact, Facebook has about 2.16 billion active monthly users as of February 2018. As adult literacy programs continue to encourage students to use technology, it makes sense that Facebook is a potentially useful platform to complement your instruction. This article shares how two adult ESOL teachers have used Facebook’s free groups with their classes.

Susan Gaer, precollege English instructor (retired), Santa Ana College, Santa Ana, California

A long-time technology leader and innovator in adult ESOL, Gaer had previously created websites to post class information. However, the students weren’t accessing the sites. She noticed that a large number of students were on Facebook, and that prompted her in 2015 to use Facebook to reach her students. Through the platform, she encouraged further English practice and shared information with students in her low beginning-level class.

To start, she created a closed group in Facebook (see sidebar for instructions). “At first, it was only me posting,” Gaer says. However, by the end of the semester the students had taken over the online group.

The postings within the group included homework files, interesting weblinks to practice English, and additional practice prompts. There’s been an added bonus; the Facebook connections to her students have enabled Gaer to stay in touch and see their accomplishments, such as earning diplomas.

Gaer, who is now retired, asked her Facebook-connected students if they wanted to continue practicing English through Facebook-exclusive lessons. About 22 students were interested, and she has started to offer informal, drop-in/drop-out activities for them online.

Here are Gaer’s tips on how to use a Facebook private group effectively with your class.

Professional
Development

How to Create a Private Facebook Group

It’s easy to set up a private group in Facebook. Here are the instructions found on Facebook. If these aren’t enough, check out our additional information links on the page 10 sidebar.

To create a group:

Click  at the top right of Facebook and select **Create Group**.

Enter your group name, add group members and then choose the privacy setting for your group.

Click **Create**.

Once you create your group, you can personalize it by uploading a cover photo and adding a description.

Source: <https://tinyurl.com/jwq9b6o>



More Information

Here is more information to help you understand Facebook groups.

What Are the Privacy Settings for Groups?

<https://tinyurl.com/pxj49b2>

A detailed description from Facebook of the various privacy settings for Facebook groups.

How to Create a Private Group in Facebook

<https://tinyurl.com/ycnlvws4>

This four-minute video from Eric Spellman details what private groups in Facebook are and how to set one up.

Facebook Free Private Groups for Your Classes

<http://techtipsforteachers.weebly.com/blog/facebook-free-private-groups-for-your-classes>

This is a link to an article on the site Tech Tips for Teachers by Gaer and David Rosen about Facebook's private groups. The article also has tips from Rogers and Ed Latham, an adult basic skills teacher and teacher educator in Maine who has effectively used Facebook Messenger (the site's private message service) with students.

100 Ways You Should Be Using Facebook in Your Classroom

<http://www.onlinecollege.org/2009/10/20/100-ways-you-should-be-using-facebook-in-your-classroom/>

If you are inspired to incorporate Facebook into your instruction more often, then read this article from OnlineCollege.org. Although the article is from 2009, much of the advice is still relevant.

1. **Make sure your group is “closed”—but not “secret.”** When you create a group on Facebook, it can be public (open to everyone), closed (available by invitation or request), or secret. It was important to Gaer's students that the group remain closed so they could post freely; however, the “secret” setting caused many hassles to get students signed up. Use the “closed” setting for easier group management.
2. **Be patient.** For each group that Gaer started for a class, it took a couple of months before students started posting. Be consistent with posting messages, and eventually students will contribute. “Don't give up,” she says. “If you continue, eventually people will respond.”
3. **Have a “plant.”** The director at Gaer's program was a member of the online groups. When the director commented on something posted by Gaer, that seemed to encourage students to post messages. Use a program director, or someone in a similar role, who can respond to your posts initially and help generate discussion.
4. **Use a poll.** The polling feature on Facebook helped generate participation and comments among Gaer's students. Find out more about Facebook polling at the link <https://www.facebook.com/help/175694272486085/>.
5. **Have a back-up plan.** Despite Facebook's popularity, not everyone will be on the social media platform, whether by choice or other barriers. In fact, Gaer's Chinese students could not access Facebook on their smartphones. Gaer used the app/website Remind to share class notes and reminders with students who were not on Facebook. However, Remind doesn't enable the same kind of interaction as Facebook, and that sometimes made those students feel a little left out, Gaer says.

Paul Rogers, instructor and founder of Pumarosa.com, Los Angeles area

Like Gaer, Rogers is an adult instructor and has been an avid user of technology. Fourteen years ago, he created Pumarosa.com, a free site to help teach English to Spanish speakers. About three years ago, he started public Facebook groups related to songs, grammar, pronunciation, and reading/writing to help English learners further practice English. The bilingual groups now have about 4,000 members overall. His groups are:

- Songs to Learn English/Canciones Para Aprender Ingles
- Pronunciation/Fluency/Listening Comprehension
- Lecturas Para Aprender Ingles/Readings to Learn English

Although Rogers teaches “live” classes, his Facebook users come from all over the world. One popular area of his site relates to music. He posts links to songs available on YouTube and posts song lyrics with English and Spanish translations. American oldies are particularly popular. “With the ballads, you can hear the words,” he says. The songs help students with their reading and listening comprehension as well as vocabulary. He eventually wants to feature videos of his class singing specific songs.

Rogers is working with his current face-to-face students to help get them familiar with using computers and the internet and to set them up Facebook accounts so they can eventually practice as well. This bridge of the digital divide can help them one day complete specific life skills tasks, such as studying for the citizenship test or taking a driver's license test, Rogers said.

Better Teaching for Generation Z

Classroom Management

Purpose

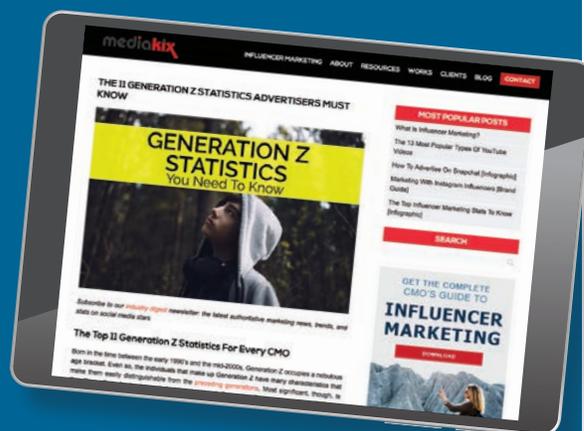
To inform instructors about characteristics of Generation Z students and help them find ways to teach these students more effectively.

Rationale

You probably know a lot about Baby Boomers, Generation X, and Millennials. What do you know about Generation Z? If you don't feel well-informed, now's the time to find out more about the young people born between 1995 and 2009, who are also called Generation Z. This age group has been entering the adult classroom more regularly in the past couple of years. With the constant presence of technology in their lives and the witnessing of influential and disturbing current events, how is teaching Generation Z different than previous generations? This article shares some characteristics of Gen Z and provides some suggestions for better teaching.

Before reading the rest of the article, consider these statistics, used from Mediakix.com:

- By 2020, Gen Z will make up 24.7% of the U.S. population. That's 84.7 million people. Around the world, there will be 2.56 billion people in the Gen Z category.
- 96 percent of Gen Z owns a smartphone.
- The Gen Z attention span is said to be eight seconds.
- By 2020, 50.2% of U.S. children (including many in the Gen Z category) will be mixed race or of mixed ethnicity.



<http://mediakix.com/2017/03/the-generation-z-statistics-you-should-know/>

More Information

Bridging the Generations: Teaching Reading and Writing to Generation Z

<https://prezi.com/rr6b6jmhiwbt/bridging-the-generations-teaching-to-generation-z/>

This short virtual presentation that is mentioned in the story shares some great practical ideas.

The 11 Generation Z Statistics That Advertisers Must Know

<http://mediakix.com/2017/03/the-generation-z-statistics-you-should-know/>

Advertisers aren't the only ones who will find these stats interesting; anyone who must work with or teach Gen Z will find this article to be helpful background reading.

Generation Z: Teaching and Relating to the Next Generation

<http://www.pace.edu/sites/default/files/files/faculty-center/teaching-generation-z.pdf>

Pace University in New York shares a PowerPoint presentation about teaching Gen Z.

5 Tips for Teaching Generation Z

<http://learning.zahnerhistory.com/2016/01/5-tips-for-teaching-generation-z.html>

The Zahner History Learning Blog has some useful suggestions for teaching Gen Z.

More Information

continued from page 11

Teaching Generation Z

<http://usingtechnologybetter.com/teaching-generation-z/>

The website Using Technology Better shares further Gen Z insights. One great point the article makes is that Gen Z's adeptness with technology doesn't necessarily mean you can add a computer or tablet and have an effective lesson. "Technology is just a tool, not *the* tool," according to the article. "If your use of technology is not underpinned by sound educational techniques, then it will fall short."

Answering Why

www.MarkCPerna.com

Today's young people have incredible potential—we just have to answer their all-important "why?" to unleash it. That's the message that Mark C. Perna shares in his book *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations*. Perna is the main source for this article in *Notebook*.

Some Characteristics of Generation Z

1. **Respect is earned.** "All throughout their childhoods, they've been told that they are unique, special, and important, and this mindset carries over into their educational and career lives," says Mark Perna, author of the book *Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations* (2018, Greenleaf Book Group). Perna is also CEO of the firm TFS in Cleveland, Ohio. "They want to feel respected first because they show respect to authority figures. Thankfully, once they feel respected, they will quickly reciprocate it," he explains.
2. **They value authenticity.** More than previous generations, they are turned off by canned stories and jargon. They want to hear real stories and real-life experiences. They gravitate toward people who are transparent, Perna says.
3. **They are masters of technology.** Any adult who has had smartphone or computer trouble likely knows this one—just call a younger friend or family member for help. Those who are part of Gen Z always have had technology access and high-speed internet. Despite their technology acumen, this doesn't mean they'll enjoy something in a classroom setting just because they get to use a computer, smartphone, or other device.
4. **They gravitate toward entrepreneurship.** "They want to succeed, and many have a strong entrepreneurial bent, with a recent Gallup poll finding that nearly 80% want to be their own boss someday," Perna says.
5. **They want to know, "Why?"** "I call them the Why Generation because they need to understand the reasons behind what we're asking them to do, or they won't be motivated to give it their fullest effort," Perna says. The Millennial generation (born between the early 1980s and mid-1990s) has the same desire to discover why, he adds.

Although access to technology may not be the same around the world as it is in developed countries, Perna notes that the characteristics that describe Gen Z tend to be the same globally.



8 Tips to Effectively Teach Gen Z

So, what concepts or ideas should adult education instructors—be it for basic literacy, ESOL, or high school equivalency exam prep—keep in mind to most effectively reach Gen Z? Here are a few ideas. You may find that these approaches make your teaching better no matter what generations are in your class.

Get their attention with visuals. Gen Z is by nature very visual, so use that to your advantage. Find an attention-grabbing image related to a lesson and share it with the class to generate discussion, perhaps even before you start the formal lesson.

Consider shorter lectures and more interaction. “Shorter lectures, concise ‘nuggets’ of information, and the opportunity for back-and-forth discussion will be highly effective in keeping them engaged,” Perna says.

Offer lots of feedback. This helps students know how they are doing and feeds off the desire for praise (or constructive criticism, when necessary).

Make the purpose of a lesson clear—and connect it to a real-world, practical need. “With Generation Z, the answer ‘because I said so’ no longer works because it doesn’t fulfill their need to know why,” Perna says. “Clearly communicating the vision and purpose of the task at hand will invite them not just to get it done, but to become active contributors to their own success.”

Share real-life stories. Relate lessons to interesting experiences.

Keep student goals in mind. In her class with students ranging between age 18 to 70+, Susan Finn Miller, an instructor at Eastern Mennonite University in Harrisonburg, Virginia, generally finds that younger students are interested in going to college or trade school, while older students may be focused on a work promotion or getting a better job with more money/better benefits. Tailor your lessons to accommodate student goals.

Mix it up. Get students out of their seats for certain activities—this is something that students from all generations will appreciate, Miller said. Same goes for mixing things up among generations for pair work—although it’s easy to keep students in similar age groups together, encourage them to work with someone older or younger for variety.

Create ways to incorporate social media and other newer forms of communication into lessons. In her presentation “Bridging the Generations: Teaching Reading and Writing to Generation Z,” instructor Brittany Clark (see link in sidebar on page 11) shares two intriguing ideas. One is to pick a character (perhaps a character related to a book or article that you read in class), and have each student create a Facebook page for that character. What are his or her likes/dislikes, history, etc.? Students can comment on each other’s character pages. If Facebook access is not allowed at school, students can complete the activity on poster boards displayed throughout the class. A second idea from Clark is to use the limited number of characters (letters, numbers, and spaces) on Twitter for students to post thesis statements and main idea sentences. Our article on creating Facebook groups for classes on page 9 of this issue could be another way to engage Gen Z.

More Information

Some Advice About GenZ as It Goes From Backpacks to Briefcases

http://www.pennlive.com/opinion/2017/10/some_advice_for_genz_as_it_goe.html

Chris Whitney, director of the Center for Career Development for the University of Scranton, in Scranton, Pennsylvania, shares advice for and about Generation Z in the workplace.

What Is Generation Z, and What Does It Want?

<https://tinyurl.com/y9omrbrv>

This eight-minute video does a nice job of explaining Gen Z characteristics and goes beyond some negative perceptions of young people in this age group to explain how much information they have to filter through in a given day. The video appears on a YouTube channel called ESL Tutorials. Although the video has captions for the audio, watch it first to make sure it is not too challenging for your students. It is probably best for advanced ESOL students or native English speakers.





Exploring Resources

Free Sample of News for You

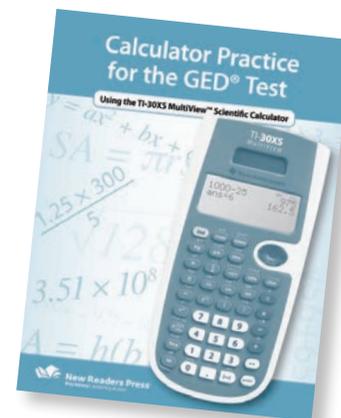
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Help students learn English by reading *News for You* Online, a weekly newspaper published by New Readers Press. With *News for You* Online, students can read the news in a simplified format, learn new vocabulary, and complete activities. There is also a Teacher's Guide, crossword puzzle, and word search with each issue. Students can listen to audio of the stories in addition to reading them. The sample issue at the link above contains stories about fire safety, LeBron James, and other topics. The sample issue also has a link on how to subscribe to *News for You*.

Calculator Practice for the GED® Test Prepares Students for Mathematical Reasoning

<https://www.newreaderspress.com>

Calculator Practice for the GED® Test will help students learn how to use TI-30XS MultiView™ Scientific Calculator before test day. Each lesson includes explanations, examples, and practice using questions like those students will encounter on the Mathematical Reasoning test. You can order or view sample pages at the New Readers Press website shown above.



ProLiteracy's New Tutor Training

<https://www.proliteracy.org/Professional-Development/Education-Network>

ProLiteracy is pleased to announce its new tutor training materials for basic literacy and ESL tutors. Each workshop is available in two formats: a series of online courses that individual tutors can take at their own pace and a set of materials that trainers can download and use to present at a face-to-face workshop. The content for both formats is the same. The content is modular, so literacy programs and tutors can use the entire workshop content or pick the modules that work best for their program. Each workshop is designed to give tutors a consistent process for planning and organizing their instructional time with students, regardless of what materials they are using. Tutors learn teaching strategies and techniques to plug into the lesson plan. Find out more at the ProLiteracy Education Network site listed above.

Current and Archived Issues of Notebook Now Found on Education Network

<https://www.proliteracy.org/Professional-Development/Education-Network>

Accessing *Notebook* is free, all you need to do is create a free Education Network account. Once you've logged in, use the Search function in the top right corner of your screen to search for *Notebook*.

Breast Cancer Videos in English and Spanish

(English) <https://youtu.be/hLCgh9Ft9Nk>

(Spanish) <https://youtu.be/TS7ej1D44EQ>

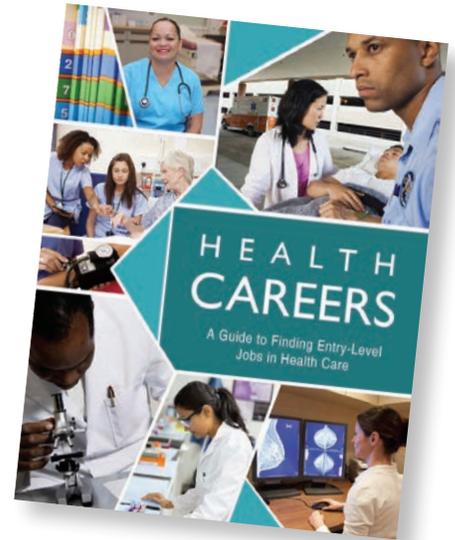
In these short videos designed by ESOL students from SCALE adult education program in Somerville, Massachusetts, viewers can learn more about the basics of breast cancer in English or Spanish, including prevention tips. The videos were designed with help from nurses at the Hoffman Breast Center at Mount Auburn Hospital in Cambridge, Massachusetts.

New Health Careers Guide

<http://www.floridaliteracy.org/pdf-docs/hccolor.pdf>

http://www.floridaliteracy.org/health_literacy_careersguide.html

Do you have students looking for the right career for their future? The new Health Careers Guide from the Florida Literacy Coalition could be a helpful resource. It's a targeted guide for adult learners who are interested in exploring the wide range of career opportunities in health care. It can be used as a curriculum or a stand-alone resource for students. The guide is written at a fifth-grade reading level and is suitable for ESOL students at an intermediate level or higher. Although some of the information in the guide focuses on Florida, much of it is applicable to other areas of the U.S. The first link above goes directly to the guide; the second link provides more background info on the guide and a link to color and black-and-white versions of the resource.



Our Nation's English Learners: What Are Their Characteristics?

<https://www2.ed.gov/datastory/el-characteristics/index.html>

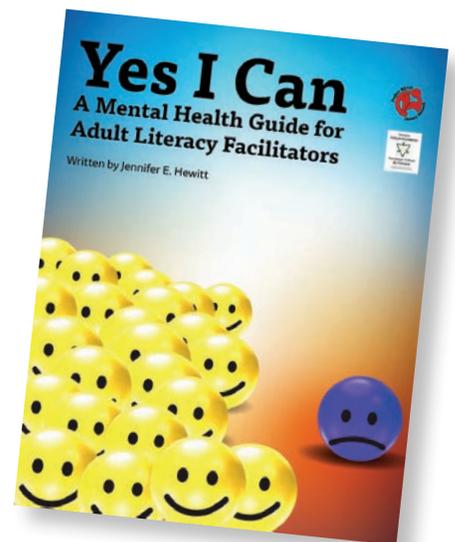
Between 2009 and 2015, the percentage of ESOL students grew in more than half of the U.S. states; in five states, there were increases of more than 40%. Find out more interesting facts like these in the U.S. Department of Education's report *Our Nation's English Learners: What Are Their Characteristics?* The report includes interactive charts with state-specific information. Although the numbers focus on the K–12 population, the statistics could still be helpful for adult ESOL programs and instructors.

Yes I Can—A Mental Health Guide for Adult Literacy Facilitators

<http://www.projectread.ca/pdf/MentalHealthGuide2017.pdf>

<http://www.projectread.ca/resources/publications>

Project Read, a Canadian-based organization, has put together a comprehensive guide to help adult literacy facilitators better understand and support students with mental health conditions or disorders. The guide covers a wide range of conditions and disorders, from depression to trauma recovery to learning disabilities to sensory issues. The guide is almost 1,000 pages, so you may want to search the Table of Contents to find what is most relevant for you or your students. The second link provides a summary of the guide and has links to additional training information related to the guide.



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TUTOR PROFILE

INSTRUCTOR HELPS LITERACY PROGRAM GROW AND THRIVE

by Vanessa Caceres



Many new adult ESOL and literacy instructors find themselves getting hooked on teaching—some even change careers and reshape their lives. Amy DiFilippo, of Long Branch, New Jersey, is no exception to this. Since 1991, she has shared her dedication to adult literacy with Literacy Volunteers of Monmouth County in Long Branch.

DiFilippo had heard raves about literacy tutoring from her mother, who had tutored in New York after she retired. At that time, DiFilippo was at home raising her kids and working part-time delivering newspapers. She decided to join Literacy Volunteers.

“I had such a wonderful experience that I became a tutor trainer and when I was ready to go back to work full-time, I changed my career from accounting to teaching,” she says. DiFilippo has been an elementary school teacher since the time she got started with Literacy Volunteers. She continues to teach elementary school and volunteer with

the adult literacy program.

DiFilippo has witnessed significant growth at Literacy Volunteers since the early 1990s. The executive director was only part-time, with no other staff and a handful of volunteers. Most students were there for basic literacy, and most instruction was one-to-one tutoring.

“Now we have several staff members, a full-time executive director, and a large group of volunteers,” she says. Their program now has more ESOL students than basic literacy. Their various classes include ESOL, family literacy, conversation, disaster preparedness, and citizenship.

DiFilippo has played an important role in the program’s growth. When the program started to grow, she earned her master’s degree in teaching ESOL and developed the program’s first conversational English class. She also wrote and implemented a curriculum for parents of the students in local elementary and middle schools.

“Amy has all the qualities that one looks for in a good teacher: patience, a sense of humor, knowledge, the willingness to try new ways to help a student, the gift of encouragement, and the commitment to helping others become all they can be,” says Rebecca Lucas, executive director of Literacy Volunteers.

For DiFilippo, her motivation is seeing how much students’ lives are transformed by learning English. She shares the example of one student who went from not speaking English or reading or writing in any language to getting a substantial pay raise once his language skills improved. She also had a student who witnessed a crime and called 911 in English to report it, which saved a woman’s life.

At last year’s ProLiteracy Conference for Adult Literacy, DiFilippo was awarded the Ruth J. Colvin and Frank C. Laubach Award for Excellence in Community-Based Adult Literacy for her commitment to adult literacy.