

TEACHER'S GUIDE

for GED Connection®, Pre-GED Connection™,
and Workplace Essential Skills

**This section contains Teacher's Guide pages for
the Introduction Section.**

For more information, visit the LiteracyLink website at
www.pbs.org/literacy or contact KET at (800) 354-9067 or
www.ketadultlearning.org.



VIDEOS

WORKBOOKS



ONLINE

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Call KET at (800) 354-9067 to learn more about any of these *LiteracyLink* materials or to request a free preview.

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The PBS *LiteracyLink*® System

Initiated by a five-year Star Schools grant from the U.S. Department of Education, *LiteracyLink* addresses the growing nationwide demand for both improved workplace basic skills training and high school completion opportunities for adults. This new instructional system presents a unique, integrated, multimedia approach combining online Internet interactivity with video programs and print materials.

For Adult Learners

Building on the existing communications infrastructure of public television and the Internet, *LiteracyLink* provides easy access to workplace basic skills instruction, Pre-GED skill building, and GED preparation. Additionally, *LiteracyLink* can be tailored to meet the needs of individual learners.

Key components of the *LiteracyLink* system are the video series, their companion workbooks, and online lessons. Developed by Kentucky Educational Television, the video programs can be viewed at local learning centers and over public broadcasting stations. The corresponding workbooks are also readily available through KET. The online lessons are free at www.pbs.org/literacy.

- *Workplace Essential Skills (WES)* consists of 25 video programs, 24 online lessons, and four workbooks covering critical skills in the areas of employment, workplace writing, communication, reading, and math skills.
- The *Pre-GED Connection* series consists of 5 pre-GED workbooks and 26 of the 39 *GED Connection* video programs. (The chart on P-3 of this guide provides a listing of the program numbers and titles of corresponding *GED Connection* and *Pre-GED Connection* programs.)
- The *GED Connection* series consists of 39 video programs, corresponding online learning modules, practice tests, Internet activities, and three GED preparation workbooks in the test areas of reading, writing, math, social studies, and science.

For Adult Education Instructors

In addition to this Teacher's Guide, *LiteracyLink* offers a wide array of professional development resources, including:

- an Online Management System teachers can use to set up a virtual classroom and run reports on learner activity
- information about and links to professional development training live, online, in print, and on videotape
- an online Forum featuring inspiring stories and interactive dialog with outstanding adult learners and educators

LiteracyLink Partners and Innovation Sites

LiteracyLink consists of four major partners:

- PBS Adult Learning Service, which coordinated development and launch of the project.
- Kentucky Educational Television (KET), which produced the *Workplace Essential Skills*, *Pre-GED*, and *GED Connection* video programs, workbooks, and teacher's guide. KET distributes and supports the *LiteracyLink* products and website.
- National Center on Adult Literacy (NCAL), which developed the online materials for teachers and learners.
- Kentucky Department of Education, Kentucky Workforce Development Cabinet Department of Adult Education and Literacy, which provided curriculum development support.

In addition, the development of *LiteracyLink* owes a great deal to the participation of 25 pilot sites in New York, Iowa, California, Nevada, and Kentucky. These *LiteracyLink* innovation sites engaged the creative energies of adult learning centers, libraries, public television stations, businesses, and community-based organizations in shaping and field-testing the *LiteracyLink* system.

How to Contact Us

Contact KET by phone at (800) 354-9067, by e-mail at adulted@ket.org, or visit us on the Internet at www.ket.org/ged.

The *LiteracyLink*[®] Teacher's Guide: A Brief Overview

Teacher's Guide Organization

This **Teacher's Guide** provides a complete overview of *LiteracyLink* instruction organized into these main parts:

- **Introduction to PBS *LiteracyLink*:** This section includes background and explanatory information about *LiteracyLink* in general and the instructional materials.
- **Learning Units for *Workplace Essential Skills*, *Pre-GED Connection*, and *GED Connection*:** This section includes an explanation of the *LiteracyLink* lesson plan structure and individual lesson plans for each instructional unit. Each instructional unit includes video, workbook, and online components.
- ***LiteracyLink* Resources:** This is an appendix of teacher resources, including information on *LiteracyLink* staff development resources and additional resources for using technology for teaching and learning.

Lesson Plan Organization

Each lesson plan is presented in the teacher's guide to help you think “across” the technologies, enabling you to teach with all components of the system in mind. Instruction provides content that is integrated across the video, online, and workbook activities.

- Each **lesson plan title** is the same as its corresponding video and workbook lesson.
- Each lesson plan contains three main learning **objectives** that correspond to the objectives for all three components: video, print, and online.
- Major content ideas from the videos are provided to help in planning the showing of the video.
- An overview of workbook topics and pages is listed on the same page as the video content listing.

Each lesson plan also contains the following:

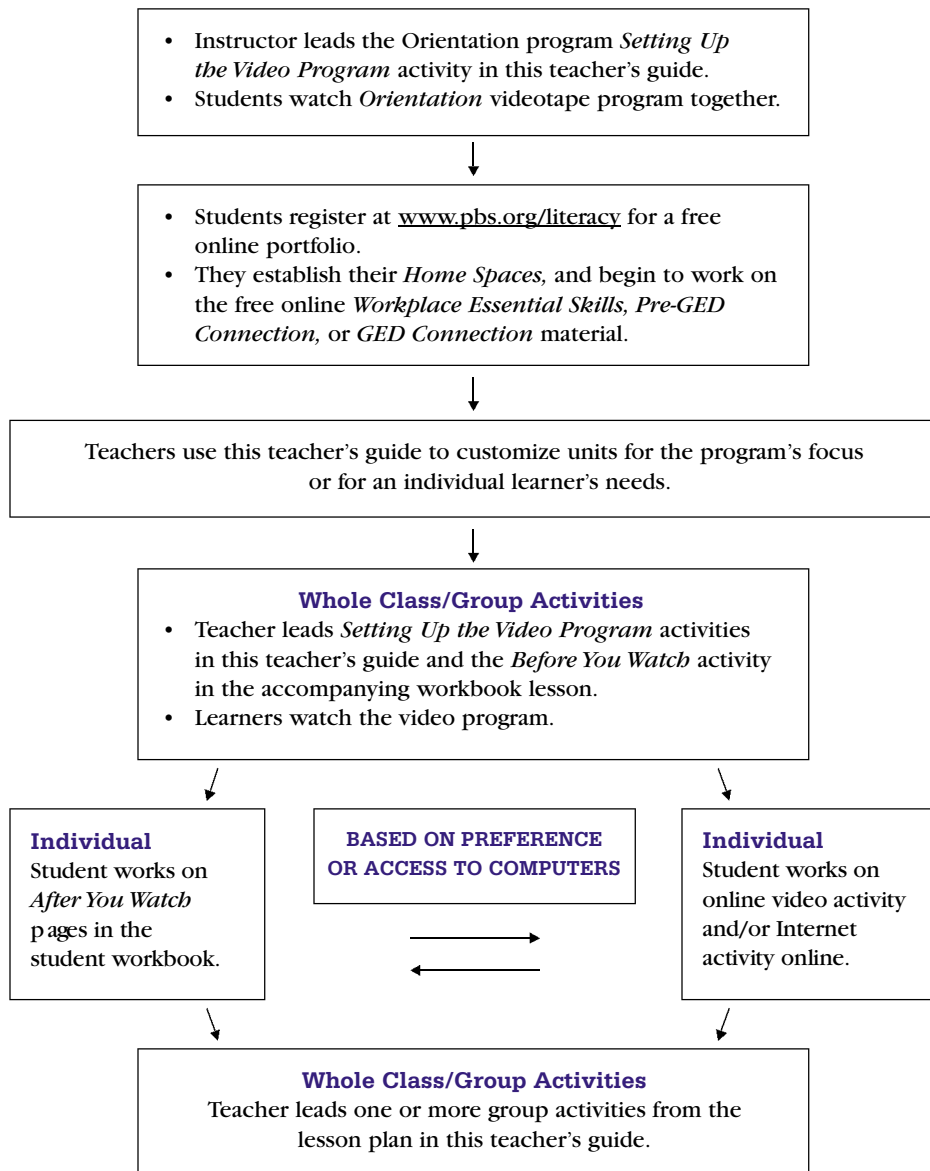
- Discussion ideas to help set up the video
- Follow-up discussion points for after students watch the video
- Lesson notes designed to make the most of each workbook lesson
- Extension activities to expand the learning experience of each student

Using the *LiteracyLink*® Components Together: Video, Print, and Online

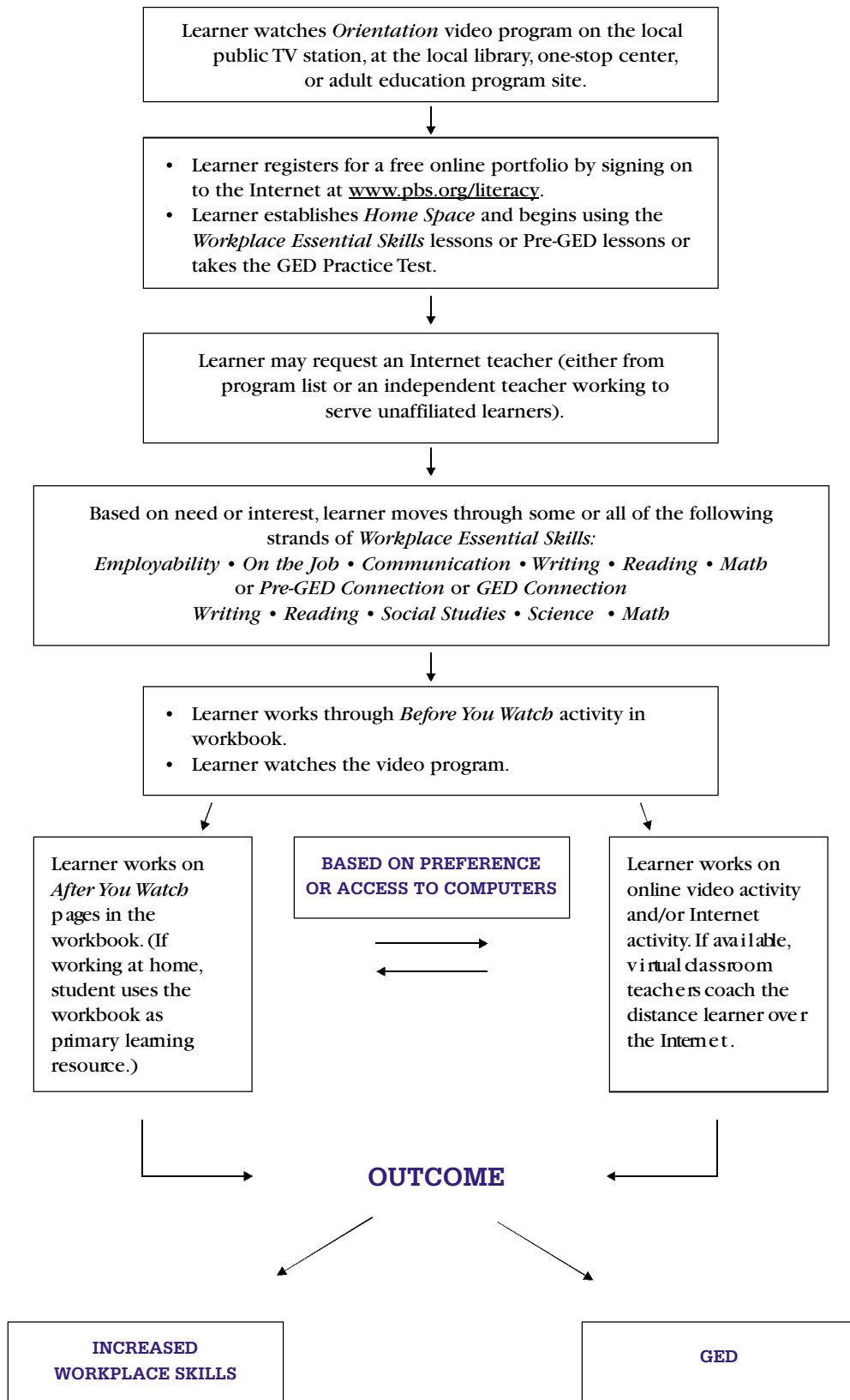
Each of the *LiteracyLink* components has been designed so that they can be used in the following ways:

- in a group, teacher-directed learning situation
- in independent, learner-directed situations such as
 - ▶ at-home or community-based situations such as libraries
 - ▶ independent learning labs at adult education centers, one-stop centers, or at work

Group Instructional Model



Individual Distance Learning Model



Using the Free Online Lessons for Learners

Learners sign on to *LiteracyLink* at www.pbs.org/literacy. The *LiteracyLink* home page is shown to the right.

The first time a student uses this site, he or she will need to register by clicking on the Begin button.

On the Begin screen, a student will be able to register and receive some general information.

Once registered, a learner can immediately sign on at the home page.

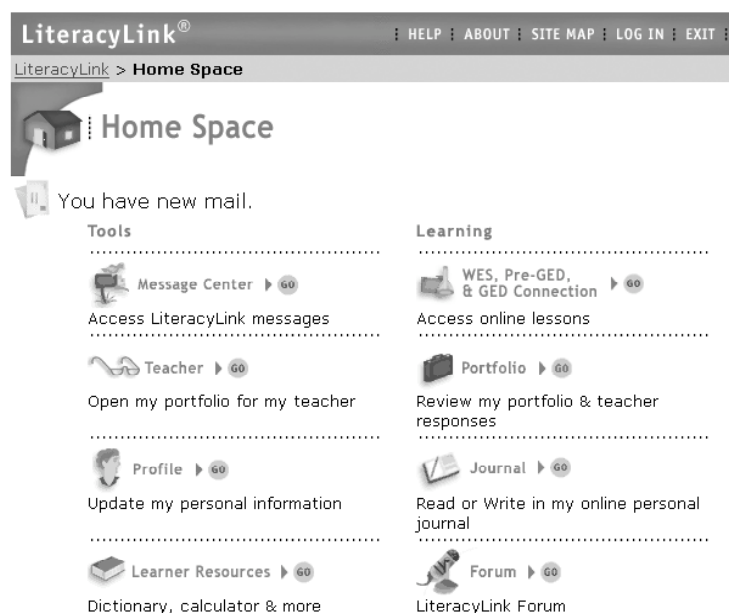


Once registered, a learner will be given an individual Home Space as shown to the right.

Note that the screen is divided into *Tools* and *Learning*.

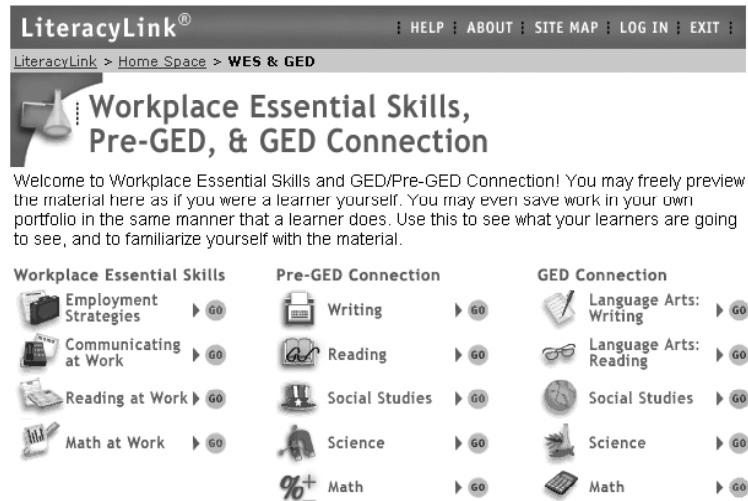
From the Home Space, learners may:

- Revise their personal profile
- Open their portfolio for themselves or for a teacher
- Write in their private journal
- Go to *Workplace Essential Skills*, *Pre-GED Connection*, or *GED Connection* lessons
- Access online resources



Using the Free Online Lessons for Learners, continued

The *Workplace Essential Skills, Pre-GED, & GED Connection* page provides access to the *Workplace Essential Skills, Pre-GED Connection, and GED Connection* online modules.



Selecting one of the five GED content areas takes the learner to a page from which he or she can work on a learning module, explore Internet activities, or take a practice GED test.



Learning Modules

- ◆ [Unit 1: The Lawrence Strike of 1912](#)
- ◆ [Unit 2: The Department of Labor](#)
- ◆ [Unit 3: Unions: How do they help workers?](#)
- ◆ [Unit 4: Unions: Whom do they help?](#)
- ◆ [Unit 5: Workers Today](#)

Internet Activities

- ◆ [16: Passing the GED Social Studies Test](#)
- ◆ [17: Themes in U. S. History](#)
- ◆ [18: Themes in World History](#)
- ◆ [19: Economics](#)
- ◆ [20: Civics and Government](#)
- ◆ [21: Geography](#)

Practice Tests

Test name:	Status:	Access:
Social Studies Test 1	In progress	Continue
Social Studies Test 2	Not taken	Take Test

Using the Free Online Lessons for Learners, continued

The *Learn* page allows students to find out more about *Workplace Essential Skills*, *Pre-GED*, and *GED Connection* and the tools that will help them learn online.

From this page, they can also order workbooks online or click on a map to find public television stations in their area. Many stations' *Workplace Essential Skills* and *GED Connection* broadcast schedules are readily available from this site.

The screenshot shows the LiteracyLink website interface. At the top, there is a navigation bar with the site name and links for HELP, ABOUT, SITE MAP, LOG IN, and EXIT. Below this is a breadcrumb trail: LiteracyLink > Home Space > Learn. The main heading is 'Learn', accompanied by an icon of a stack of books. The page is organized into several sections:

- Welcome to LiteracyLink Online:** Includes links for 'A bird's-eye view' and 'Register & log in'.
- Learning:** Includes links for 'Workplace Essential Skills, Pre-GED & GED Connection', 'Review my Portfolio & Teacher Responses', and 'Journal'.
- Tools:** Includes links for 'Message Center', 'Open my Portfolio', 'My Profile', and 'Learner Resources: Dictionary, Calculator & more'.
- Other Resources:** Includes links for 'Order workbooks' and 'Broadcast station map'.
- What's New:** This section is divided into two columns:
 - Pre-GED Connection:** Includes a link for 'Pre-GED Connection'.
 - ESL/CivicsLink:** Includes a link for 'Professional development for Adult Education ESL educators'.
 - Forum:** Includes a link for 'LiteracyLink Forum'.
 - Project Connect:** Includes a link for 'Online lessons for ESL students (coming 2004)'.

Teacher Navigation of *PBS LiteracyLink*[®]

Teachers sign on to *LiteracyLink* at www.pbs.org/literacy. The *LiteracyLink* home page is shown to the right.

The first time a teacher uses this site, he or she will need to register by clicking on the Begin button.

On the Begin screen, a teacher will be able to register and receive some general information.

Once registered, a teacher can immediately sign on at the home page.

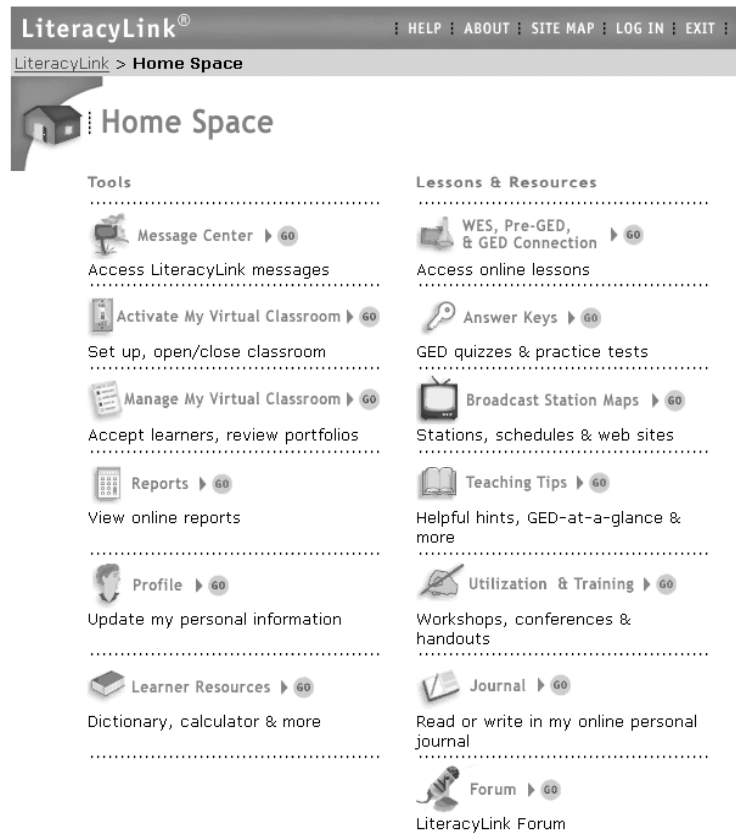


Once registered, a teacher will be given an individual Home Space as shown to the right.

From the Home Space, teachers can go to *Workplace Essential Skills*, *Pre-GED*, and *GED Connection* lessons.

Note that the screen is divided into *Tools* and *Lessons & Resources*.

If the program has purchased an Online Management System or if the state has a statewide license, the teacher will be able to use the Virtual Classroom, Message Center, and Reports features.



Making the Most of the *LiteracyLink*[®] Video Programs

People learn in many different ways. Instructional television presents one effective method for reaching adult learners. Instructional videos encourage learners to think and learn independently, which in turn builds confidence and self-esteem. The *LiteracyLink* videos allow learners to both see and hear material, which is then reinforced through instructional workbooks and applied through computer online activities.

Videos can bring broad or abstract concepts down to earth through everyday examples and settings. However, there are some challenges in using instructional videos with adult students. Many of these challenges occur when students have not been properly prepared to watch an instructional video. Unlike entertainment television programs, instructional videos have been carefully designed and produced to motivate learning and to impart key concepts.

KET (Kentucky Educational Television), the developer of the *LiteracyLink* videotapes and workbooks, has developed the following set of research-tested guidelines to help learners get the most out of using the video component. Of course, each instructor has a unique teaching style, and individual learners have different learning styles. Keeping that in mind, you may choose how best to apply these guidelines to each situation.

Guideline #1:

Learners Get More Out of a Video Program When They Watch with a Purpose in Mind

You can use video to introduce a concept, review or reinforce a skill, or illustrate an idea. Learners can use videos on their own to catch up on a missed lesson or to study at their own pace. (NOTE: Some learners may feel uncomfortable working on their own if the class is doing something as a group.) Whatever the goal, students get more out of watching a video program if you provide information about what they should look for and if, before they watch, they identify a question or issue that relates the program to their interests or goals.

Learning Profile: The *LiteracyLink* system provides several tools for implementing this guideline. Turn to the *Set Up the Video Program* section of the lesson plans in this teacher's guide. Each section presents specific information about each video program and discussion questions that will encourage students to watch with a purpose. This section is also correlated to the *Before You Watch* section of the corresponding workbook lesson.

Guideline #2:

Adapt the Utilization of the Video to Your Learners' Needs

It is best if you preview a video before you show it. Not only will you have a sense of the content but also an idea of how to best show it to meet your learners' needs. Be aware that instructional videos often present a great deal of information—in both amount and complexity.

One major advantage of video is that you can start and stop the videotape as you need to. You can control the instructional pace and flow. Some educators have told us that they find it more effective to break a single half-hour program into two or three manageable segments to be covered one at a time. Other educators have said that they encourage learners to watch a program more than once to get the full impact of the information being presented.

Learning Profile: The lesson plans assume that you will conduct some previewing activities, watch the program once—all the way through—and then conduct a variety of post-viewing activities.

Alternatives:

1. If you wish to stop the tape during viewing, you may choose to do so after a host makes a key point. You can discuss the point with the students, elaborate on it, and even suggest what the learners can watch for next.
2. Another approach is to show the video all the way through, discuss key points as suggested in the accompanying lesson plan, and then have learners watch the tape again—as a class, in small groups, or based on individual preference.

Guideline #3:

Adapt the Use of the Videos to Groups and Individuals

Instructors can use videos with independent learners or with small groups. Both modes of delivery have advantages.

For the independent learner, video provides convenient, self-paced instruction. For a member of a group, video provides a framework for discussion and group activities. Small-group viewing is an excellent way for learners with similar needs to share an experience and then work on follow-up activities together. We recommend that 20 viewers per television monitor should be the maximum.

Learning Profile: Each lesson plan in this guide is organized around group pre-watching and post-watching activities. These consist of discussion topics and extension activities that build on the content of the workbook and videos.

The corresponding workbook lesson and online activities are designed for individual instruction, practice, application, and reflection.

Guideline #4:

Control the Viewing Environment to Maximize Effectiveness

Remember to keep the lights on when showing a video program. Instructional television is experienced most completely and effectively in a lighted setting. Viewing television in a darkened room invites dozing and inattention. Instead, keep the lights on, and position the television to keep glare (from windows, and so on) to a minimum.

Learning Profile: Participate in the viewing experience with the learners and relate the topics in the program to learners' lives. When presenting a program or program segment to a group, observe the learners' reactions to determine whether a segment needs to be repeated.

Effective Use of the *LiteracyLink*[®] Videos in the Classroom

The teacher is the key to effective use of video in the classroom.

1. IT'S ESSENTIAL FOR THE TEACHER TO:

- PREVIEW to select appropriate materials
- KNOW the material to be presented in the video
- PLAN for effective use
- IDENTIFY instructional needs to be met
- DETERMINE the curriculum objectives (lesson objectives appear on the first page of each lesson plan)
- CLARIFY learners' needs

2. DIVIDE EACH LESSON INTO THREE PARTS:

Before Viewing

- Display interest in and enthusiasm for the videos.
- Perform the previewing activities in the lesson plans and workbook lessons to arouse interest and raise questions to be answered through viewing and discussing the program.
- Make sure that the learners are adequately prepared for watching the video and that they have created their own personal reasons for being interested in the content of the program.
- Make sure that the tape player and equipment are ready.

During Viewing

- Take an active interest in the program.
- Observe learners' reactions to the program.
- Deal with distractions and avoid being a distraction.
- If you are going to pause and restart the video, plan the pause points ahead of time.

After Viewing

- Use the suggestions for follow-up discussions in the lesson plans.
- Depending on individual need and interest, as well as access to computers, have learners work on the instructional workbook lessons and the online activities.
- Explain, conduct, and assess the group activities in the lesson plans.

Workplace Essential Skills and Pre-GED Skills Correlation

Workplace Essential Skills (WES) is part of PBS *LiteracyLink*, a multi-media educational system incorporating video, workbooks, and Internet components. *LiteracyLink* consists of three levels of instruction:

- *Workplace Essential Skills*
- Pre-GED
- GED

While *Workplace Essential Skills* is based on the skills and contexts of the world of work, many of the key skills are essential for Pre-GED-level work. Learners who successfully complete *WES* will be able to go on to GED-level work in writing, reading, and math. The charts below correlate *WES* skills to Pre-GED skills.

LiteracyLink WES/Pre-GED Skills Correlation

Writing Skills

WES Program	Workplace Skills	Pre-GED Skills
13: A Process for Writing	<ul style="list-style-type: none"> • Understand the purpose of workplace writing • Produce accurate and well-organized messages • Follow a writing process • Present facts and produce professional-looking messages • Focus on receiver's needs • Avoid slang • Write clearly and to the point • Use correct grammar, punctuation, and spelling 	<ul style="list-style-type: none"> • Understand the importance of audience and purpose in writing • Follow a writing process Prewrite Draft Revise Edit Publish • Write clearly and to the point • Use correct grammar, punctuation, and spelling
14: Supplying Information: Directions, Forms, and Charts	<ul style="list-style-type: none"> • Write labels, signs, lists, instructions, forms, and charts • Organize the information and write clearly • Learn about types of forms and their purposes • Fill out forms completely and on time • Read forms and gather needed information 	<ul style="list-style-type: none"> • Write short narrative and explanatory messages • Organize the information and write clearly • Put information together accurately and completely • Provide support, details, and examples
15: Writing Memos and Letters	<ul style="list-style-type: none"> • Think about the purpose of letters, memos, and reports • Consider the writer's needs • Select the best format • Draft, revise, and proofread your work 	<ul style="list-style-type: none"> • Use narrative writing to tell a story, expository to explain, and persuasive to persuade • Use the writing process approach

LiteracyLink WES/Pre-GED Correlation
Reading Skills

WES Program	Workplace Skills	Pre-GED Skills
16: Reading for a Purpose	<ul style="list-style-type: none"> • Understand the purpose of workplace reading materials • Learn to adjust reading to different purposes • Skim headings, captions, and so on • Scan to look for specific information • Use reading strategies such as notetaking, highlighting, and restating 	<ul style="list-style-type: none"> • Understand the purpose of reading materials • Learn to adjust reading to different purposes • Skim headings, captions, etc. • Scan to look for specific information • Use reading strategies such as notetaking, highlighting, and restating
17: Finding What You Need: Forms and Charts	<ul style="list-style-type: none"> • Know the purpose • Skim first, then read more carefully • Pay attention to details; determine what is essential • Read titles and headings • Proofread forms that you have filled in • Ask about anything you don't understand 	<ul style="list-style-type: none"> • Know the purpose of reading materials • Skim before your read • Read for main ideas and details • Read titles and headings on charts and tables
18: Following Directions	<ul style="list-style-type: none"> • To understand directions, restate to yourself, take notes, explain to a co-worker • To read a diagram or other workplace drawing, read titles, headings, legends • To make sure you understand a workplace diagram, summarize to yourself • To make sure you can understand a diagram or instructions, ask about what you don't understand 	<ul style="list-style-type: none"> • To understand written information, restate to yourself, take notes, explain to another student • To read a science or social studies diagram, read titles, headings, and legends
19: Reading Reports and Manuals	<ul style="list-style-type: none"> • Know the different types of documents and their purpose and format • Skim and scan to find the information you need • Use multiple sources of information as needed • Apply information to complete a job or solve a problem 	<ul style="list-style-type: none"> • Know the different types of reading materials, their purposes, and formats • Skim and scan to find needed information • Read to apply information to another situation

LiteracyLink WES/Pre-GED Correlation
Math Skills

WES Program	Workplace Skills	Pre-GED Skills
20: Number Sense	<ul style="list-style-type: none"> • Read, write, and order numbers • Group and sort numbers • Find patterns • Round and estimate 	<ul style="list-style-type: none"> • Read, write, and order numbers • Group and sort numbers • Find patterns • Round and estimate
21: Solving Problems	<ul style="list-style-type: none"> • Add, subtract, multiply, and divide whole numbers and money • Estimate solutions • Calculator skills 	<ul style="list-style-type: none"> • Add, subtract, multiply, and divide whole numbers and money • Estimate solutions • Calculator skills
22: Fractions, Decimals, and Percents	<ul style="list-style-type: none"> • Read and compare decimals, fractions, and percents • Add, subtract, multiply, and divide fractions and decimals • Use ratio and proportion • Solve percent problems 	<ul style="list-style-type: none"> • Read and compare decimals, fractions, and percents • Add, subtract, multiply, and divide fractions and decimals • Use ratio and proportion • Solve percent problems
23: Measurements and Formulas	<ul style="list-style-type: none"> • Know how to measure and what tools to use • Take careful and accurate measurements • Record measurements with accurate labels • Choose the formula that is needed • Work with and convert units of measure 	<ul style="list-style-type: none"> • Record measurements with accurate labels • Choose the formula that is needed • Work with and convert units of measure
24: Trends and Predictions: Graphs and Data	<ul style="list-style-type: none"> • Understand how data is collected and organized • Read bar graphs, circle graphs, and line graphs • Find averages • Draw conclusions based on data and seeing trends • Understand spreadsheets 	<ul style="list-style-type: none"> • Understand how data is collected and organized • Read bar graphs, circle graphs, and line graphs • Find averages • Draw conclusions based on data and seeing trends