



Civics Education- Raising Public Awareness of ABE- Problem Based

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Lesson Background	NRS Levels
Students and teachers in adult basic education (ABE) programs in Minnesota expressed concern about lower enrollments, legislation affecting ABE funding, and legislation affecting refugee resettlement (Minnesota has among the highest number of refugees per capita in the United States.) (#IamABE, 2017). Legislative changes were leading to closures or class reductions in small community-based programs. ABE students and teachers felt that one important problem was that many community members outside their classrooms did not understand how legislation was affecting the students. In particular, there were no outlets for the students to share their ideas, needs, and complex identities without these being overshadowed by the teachers' political leanings. ABE students and teachers thus set out to create an appropriate space: #IamABE. The purpose of the work is to: • Amplify students' voices about issues that concern them. • Create more awareness around how ABE serves a diverse population of learners and the impact it makes on their lives. • Educate students about ways they can communicate with the government. • Educate the general public about how legislation affects people's lives.	Low Intermediate Basic Education to High Adult Secondary Education, High Intermediate to Advanced ESL

Recommendations for Direct Instruction
There are no directions for explicit instruction of standards currently. The instructor is recommended to choose the right CCRS level and then add in the direct instruction of the standards where appropriate.

Project Title	Approximate Instruction Time
Problem Addressed: Raising Public Awareness of Adult Basic Education	Several Days

Instructional Objectives <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i>	Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project) for learners' exit tickets, learning logs, or reflection:</i>
By the end of this project, students will be able to: • Demonstrate the problem-solving process while determining how to raise awareness about issues that concern them. • Identify at least two ways that they can communicate with the government. • Communicate effectively about how legislation affects people's lives.	Content objectives: • I can identify five types of civic actions and state which one(s) I'm most comfortable pursuing. • I can conduct research to learn more about adult education. • I can collaborate with classmates to identify a course of action to help educate government officials and the public about adult education. Language objectives: • I can read and/or listen to information about different civic actions and cite evidence to support my opinion of each action. • I can choose the correct tone and language when I write to government officials. • I can write a letter proposing a solution to a problem.

Lesson Area	Lesson Information
ELA/Mathematics/EL P Standard(s) Addressed:	College and Career Readiness Anchor Standards: • R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • L6: Acquire and use accurately a range of general academic and domain-specific words and phrases.
Central Skills Taught:	☐ Adaptability and Willingness to Learn ☒ Communication ☒ Critical Thinking ☒ Interpersonal Skills ☒ Navigating Systems ☐ Problem Solving ☒ Processing and Analyzing Information ☐ Respecting Differences and Diversity ☒ Self-awareness

Lesson Area	Lesson Information
Language Demands: (Include academic language, language skills, etc.)	Read, take notes on, and summarize complex text (<i>Setting the Public Agenda</i>, websites). Write a persuasive letter using academic language. Academic language: Phrases to build a claim: • There is evidence to suggest that ... • Data suggest that ... Phrases that signal conclusions and inferences: • In conclusion ... • Our research confirms ... • The impact of this has been ...

Lesson Area	Lesson Information
Assessing Mastery of the Objective(s) and Central Skills: (Indicate <u>when</u> and <u>how</u> assessment – formative and/or summative - will occur during the project.	Proof of Learning: ☒ Via observation of a team task (e.g., discussion, work on project) ☐ Via team self-assessment ☐ Via individual self-assessment ☒ Via team product ☐ Via individual product ☐ Other (Please list): Proof of Learning Tools: ☒ Rubric ☐ Checklist ☐ Quiz ☐ Other (Please list): Ongoing Formative Assessment ☐ Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot!) ☐ Peer-to-peer quizzing ☐ Exit/admit tickets ☐ KWL charts ☒ Other (Please list): Execution of Plan for Action

Lesson Area	Lesson Information
Adaptations and/or Accommodations: <i>(How will you increase access to the content of the project?</i> <i>Identify differentiation strategies.)</i>	For lower level students, present the five civic actions to the class and then use a language experience approach to create the letter. Select level-appropriate readings, preteach terms as needed and explore websites as a class. For intermediate level learners, work on the solution, adjust the level of the jigsaw reading, excerpts from the research sites, and the letter frame.

Procedure	Description	Central Skills	Materials
Build understanding of problem-based learning. Warm up to the topic or issue at hand. <u>Role of the teacher:</u> Preteach. Make sure the students understand the goals and benefits of a problem-based approach for language. If this is an English language acquisition class, emphasize the areas of English that are developed in problem-solving activities. Timing: 15 minutes	The teacher shares a problem they have encountered with the utility company that led to frustration; they were double-billed for phone and internet. They share the problem and ask: <i>What steps would you take to solve a problem like this one?</i> Think-Stand-Share Teacher: <i>Think of a similar problem you have encountered. When you are ready, stand and share with two different people. Share steps you took to solve the problem, or if the problem is unresolved, ask your partners for suggestions on steps you could take.</i> The teacher elicits one or two examples from the class and asks the students to reflect briefly on how sharing problems with others can be helpful. Teacher: <i>Some of these issues were personal, and some related to family and to your communities. We will use this same problem-based approach to look at a broader community issue that is affecting our school. We will practice reading, writing, and speaking skills. You will learn how to communicate effectively with legislators.</i>	• Communication • Interpersonal Skills	

Procedure	Description	Central Skills	Materials
Meet the problem. <u>Role of the teacher:</u> Introduce problem and vocabulary. <i>Introduce the students to the problem using pictures, video, or texts. Ask the students about previous personal experiences with the problem. Introduce vocabulary related to the problem. Provide prereading/previewing exercises about the problem.</i> <i>These can be preselected problems chosen by the teacher based on learner needs; alternatively, facilitate a process of learner-chosen problems.</i> Timing: 30 minutes	<i>Let's explore how adult basic education works in our state. Where does funding come from? How is it the same or different from the K12 system? What are the benefits of ABE?</i> Think-Pair-Share The teachers pose these questions: • How do you think our ABE program is funded? • How much funding per student do you think we get compared to K-12 schools? • What do you think happens to program funding when enrollments go down? Possible responses would relate to per capita funding addressed; differences between K-12 and adult education; the fact that many teachers work part time; and the fact that students move in and out of programs a lot due to life circumstances. The teacher records the reasons on the board. Learning About Setting the Public Agenda Teacher: <i>This is an issue of concern to us, right? How do we make others aware of this issue? Why should they care?</i> The jigsaw reading activity can help students learn about setting the public agenda (Appendix A). The teacher assigns teams to read one section of a text, in this case Setting the Public Agenda: https://crfcap.org/images/pdf/CAPToolKit_PublicAgenda.pdf	• Communication • Critical Thinking • Interpersonal Skills • Navigating Systems • Processing and Analyzing Information	• The jigsaw reading activity (Appendix A) • Public agenda pdf (https://crfcap.org/images/pdf/CAPToolKit_PublicAgenda.pdf)

Procedure	Description	Central Skills	Materials
	The teacher has the students do the following: • Read and complete the Jigsaw Reading Activity handout (Appendix A) with assistance from other students. • Respond to a poll on their personal comfort with each of the strategies proposed in the reading. The teacher then projects the results of the poll, and the class summarizes the group trends. The next task is to formally state the problem to help the students seek a solution. Teacher: <i>You need to decide on the best course of action for informing the public and legislators about the outcomes and successes of our school. You and your classmates will weigh in on what is most realistic.</i>		
Explore knowns and unknowns. <u>Role of the teacher:</u> Group students and provide resources. <i>Make sure that the students understand the problem and what is expected of them.</i> <i>Emphasize that there is no single answer or solution and that they need to choose what appears to be the most</i>	Suppose the students decide they first want to learn about • How funds are allocated. • The impact adult education has on the lives of adult students. The students then self-select into groups, each focused on one of these two topics. Members of each group assume roles such as team manager, administrative assistant, or technical assistant and take on responsibilities such as time management, presentation of ideas, and leadership.	• Communication • Critical Thinking • Interpersonal Skills • Navigating Systems • Processing and Analyzing Information	• Computers with internet access

Procedure	Description	Central Skills	Materials
<i>viable solution to them and be prepared to explain why they chose that solution. Group the students according to their strengths. As with project-based learning, learners can take on different roles based on their strengths.</i> <i>Provide access to resources such as the internet, books, magazines, brochures, newspapers, television, and community experts. Make sure that the students are aware of the range of resources available and know how to use them. Encourage the students to draw on materials in their first language and materials that present different viewpoints.</i> Timing: 45 minutes	The details of the exercise should be based on the state where the students reside. Here are possible resources for student research in Minnesota. This website has information about per-student contact hour rates (pp. 55–56): https://www.house.leg.state.mn.us/fiscal/files/16fined.pdf The teacher could ask the students to consider what funding would be available for their class and how open enrollment might affect this funding. Here is a relevant site describing ABE program types in Minnesota: https://mn-mcea.org/adult-basic-education-abe/ Regarding the issue of impact on student lives, the following website contains student writings on work and education (pp. 165–192), along with information on local job trends and types of available training: https://mnliteracy.org/sites/default/files/journeys_2016_pdf.pdf The teacher could develop reading tasks similar to the jigsaw reading activity or use paired reading to develop reading strategies that might aid learners in finding pertinent information, including evidence to support their claims.		

Procedure	Description	Central Skills	Materials
Provide language supports for the students. <u>Role of the teacher:</u> Provide language frames the students may need (e.g., frames for stating a problem or proposing a solution). Provide planning tools (e.g., graphic organizers) for working through the problem and coming up with solutions. Timing: 5 minutes	The teacher should provide scaffolds for planning and supports for language and should have the students consider the levels of politeness (or register) appropriate for speaking to legislators: Problem: _____ We've identified a policy that is impacting our school. This is a problem because _____. There is evidence to suggest that _____. We found that _____. Data suggest that _____. Possible solutions include _____. One thing we could do is _____. This would allow our program to _____	• Communication	

Procedure	Description	Central Skills	Materials
Consider consequences and choose the most viable solution. <u>Role of the teacher:</u> Observe and support. <i>Observe the students and provide support as needed, but do not attempt to direct their efforts or control their activity in solving the problem. Observe, take notes, and provide feedback on student participation in the activity and on language used during the activity.</i> Timing: Several days	The students then determine the best course of action based on the options they learned about as well as others they think might be appropriate. In Minnesota, the students worked with teachers to: • Meet with legislators to inform them about the benefits of ABE in Minnesota. • Start a postcard campaign directed at legislators. • Launch a movement: <u>#IamABE</u>. #IamABE organized a day at the Minnesota capitol building to ask legislators to support ABE programs across the state. Teachers and students converged on the building to meet with representatives and senators and rally in the rotunda. In work such as this, the teacher typically • Observes while the students develop plans and reminds them of the language supports provided. • Assists with finding resources as needed. • Takes notes, including in the categories for an assessment rubric (see Appendix B).	• Critical Thinking • Navigating Systems • Processing and Analyzing Information • Self-awareness	• Assessment Rubric (Appendix B)

Procedure	Description	Central Skills	Materials
Follow up and assess progress. <u>Role of the teacher:</u> Provide the students with opportunities to present and share the results of their work. Provide follow-up activities based on your observations and possibly provide instruction on grammar, academic language, pronunciation, or pragmatic issues. Assess the students' participation in the activity and level of success and provide opportunities for peer assessment. Timing: Several days	In Minnesota, the students • Hosted a forum at their ABE center to share their experiences at the state capitol. • Shared a flyer (Appendix C) that summarized their efforts. • Shared what they had learned about setting the public agenda. • Distributed the #IamABE postcards (Appendix D) and a link for finding local representatives (https://www.gis.leg.mn/iMaps/districts/). In addition, #IamABE has a Facebook page where students and teachers post updates, successes, and events: https://www.facebook.com/pg/MinnesotalamABE/photos/?ref=page_internal Finally, in similar work, the teacher would typically provide feedback to the students using a rubric like the one in Appendix B, and the students would be able to use the same rubric to assess their own participation.	• Communication • Interpersonal Skills	• Flyer (Appendix C) • #IamABE Postcards (Appendix D)

Recommended steps for problem posing adapted from Problem-Based Learning and Adult English Language Learners, by J. Mathews-Aydinli, 2007, Center for Adult English Language Acquisition, Washington, D.C.

Appendix A. Jigsaw Reading Activity

Step 1: As you read your section of Setting the Public Agenda, take notes in the chart below.

Groups	What is it and when may it best be used?	What are some important considerations?
Group A: Write to Officials		
Group B: Letter-Writing Campaign		
Group C: Petitioning		
Group D: E-mail and Telephone Campaign		
Group E: Demonstrations		

Step 2: Mingle with and interview classmates to complete the rest of your chart.

Step 3: Prepare to vote on which practice you personally would be most comfortable taking part in as a response to an issue of concern in your community.

Appendix B. Assessment Rubric

Name: _____	1- Emerging	2- Developing	3-Satisfactory	4-Exemplary
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Student participated in large-group Think-Stand-Share and Think-Pair-Share.	S did not participate or quietly observed.	S contributed by speaking in their L1 to a classmate who translated and/or their contributions were off topic.	S contribute at least once to the whole-group discussion in L2, and their contributions were on topic.	S contributed multiple times to the discussion and encouraged others to participate.
Student participated in jigsaw reading task.	S did not participate or quietly observed.	S contributed by speaking in their L1 to a classmate who translated and/or their contributions were off topic.	S contribute at least once to the whole-group discussion in L2, and their contributions were on topic.	S contributed multiple times to the discussion and encouraged others to participate.
Student can state a problem and recommend solutions based on evidence from the resources.	S did not contribute to the discussions.	S contributed, but their responses indicated they did not fully understand the issues.	S contributed, and their responses reflected understanding. Did not always draw example from resources to support their arguments.	S contributed with many examples and evidence from the resources.
Student can produce clear and coherent language for problem posing and problem solving.	S cannot produce a response.	S produced clear suggestions/proposals, but their response did not use a formal register needed in the visits with legislators.	S articulated problem clearly and made clear proposals with appropriate register needed in the visits with legislators.	S articulated problem clearly and made clear proposals with well-developed arguments supported by evidence and with appropriate register needed in the visits with legislators.

Adapted from Kreil and Klas, #IamABE Curriculum.

Appendix C. Flyer

#IamABE Day on the Hill

Teachers and Students converged on the state capital to lift our voices in support of Adult Basic Education.



Attendance

What did we ask for?

The contract hour rate is increasing far below inflation. We struggle to retain teachers and adjust to major updates without proper funding.

Over 40,000 adults participate in ABE in the state of Minnesota

\$6.05
currently

Needs

Our Day By the Numbers

3 Representatives



2 Days



29

POSTCARDS WERE GIVEN
TO LEGISLATORS WITH
OUR REQUESTS ON THEM



Thank you to everyone who came out to represent ABE!

Appendix D. #IamABE Postcards

#IamABE

Who does Adult Basic Education serve?

~60,000 MN adults with a wide range of educational needs & abilities from preliterate to near college-level

- GED/Adult Diploma classes
- Workplace skills preparation
- English language acquisition
- Family literacy/parenting instruction
- College/Postsecondary preparation
- Citizenship/civics education

How can legislators help?

- Increase ABE's hourly reimbursement rate
 - currently \$6.05/contact hour (*far below inflation*)
- Include district-based ABE teachers in the same contract as their K-12 counterparts

 <https://www.facebook.com/MNIamABE>