It’s Fall, and that means it’s time to enjoy a harvest of new ideas with your adult education classes. Use the current issue of Notebook to help with that goal.

One idea that can boost student interest and motivation is a book club. Just take lessons from Kara Krawiec, 2018 ProLiteracy Hero award winner. Her article, “Book Club Fosters Community, Improves Learning,” explains how to successfully start and maintain a book club for students who are prepping for high-school equivalency tests. Her program, Seeds of Literacy in Cleveland, Ohio, has found a book club to be beneficial and fun.

Our next article, “How Math Journaling Can Get Learners More Comfortable with Numbers,” pulls together two unique concepts that may not seem compatible—journaling, in a math class. Believe it or not, journaling in math can help students overcome math anxiety and make a connection between what they learn in math lessons and the use of math in real life. Find out how to encourage effective math journaling.

If your program offers any citizenship classes, then you’ve likely encountered students who want to become U.S. citizens but who do not have plans for intensive academic study in the U.S. Some of these students may be beginning-level speakers. Lynne Weintraub in Amherst, Massachusetts, has designed several lessons geared toward this student group, who want to become U.S. citizens but who do not have plans for intensive academic study in the U.S. Our other major article this issue focuses on stress. We all feel it, right? Many of our students have come to the U.S. and constantly face culture acclimation. Just about all students feel the pinch of managing to study along with work, family, and money-related obligations. That’s why we think our article “9 Ways to Help Students Manage Stress” is an important one, so instructors can guide students through easy, practical ways to better manage stress.

Exploring Resources this issue shares details on the Women’s Empowerment through Literacy campaign as well as resources on Family Literacy Week and other links of interest for instructors and program directors.

Finally, our Tutor Profile this issue tells the amazing story of Courtney Schoch, who will be the keynote speaker at ProLiteracy’s conference in San Diego this September. Let her story be an inspiration to tutors and students alike.

—The Editor
Book Club Fosters Community, Improves Learning

by Kara Krawiec, Seeds of Literacy, Cleveland, Ohio

Editor’s note: The author of this story won the first ProLiteracy Hero award in 2018. Krawiec facilitates a book club at her program and shares how to manage book club sessions. For details on book club logistics, read the sidebar on this page.

Purpose
To foster a sense of community that extends beyond the classroom through a supplemental book club and to improve fluency and comprehension skills through reading aloud and sharing ideas on various readings.

Rationale
Creating a sense of community is essential for an educational environment, and adult education programs are no different. Instructors and programs can further strengthen a sense of community for adult students by facilitating supplemental clubs—such as a book club—that aid in the growth of a learning community. Book clubs have a positive impact on academic performance through increased fluency, comprehension, and retention. The benefits extend beyond the classroom as well by boosting self-esteem, improving relationships among students and educators, and cultivating lifelong learning practices.

FAQs About Book Club Logistics
Krawiec shares the answers to a few questions about the logistics behind her program’s book club.

How are books selected?
When first starting the book club, Krawiec started with short stories before moving on to lengthier readings. She also asked students about preferences for different kinds of readings. The club has gone on to read plays, poetry, and full-length books. The club also read a series of short plays written by a Cleveland-based playwright who later visited the class.

What level are the readings?
Krawiec aimed for a fifth- to sixth-grade reading level. Later on, she began to aim for seventh- to eighth-grade level material. She has used online tools that help determine the reading levels for written materials.

Are book club members required to read outside of the book club time?
They are not. All the reading is done together during book club time.

How do students stay motivated?
At first, having food available was a great way at first to attract people to the book club. Now, the book club keeps a piggy-bank fund to use for snacks each time the group meets. Students also stay motivated by the sense of community fostered by the book club.

(continued on page 4)
Preparing for the Book Club

The first and most critical step to starting a book club is to encourage interest. Since attendance is not required for a book club, it is important to gauge students’ interest and choose titles that are not only enticing but that can be read aloud and discussed within the time limit of the book club. This means that students do not have to read anything outside the book club, guaranteeing they will be able to practice fluency skills and attend when it fits best into their schedule.

One effective method of encouraging interest is to create a survey with preselected, level-appropriate short stories from which students can choose. When students take the survey, they will rank the stories in order of their interest, and the top three can be the readings for the first few weeks. Whether it be through class announcements, fliers, or asking students individually, it is important to build up interest in a book club so that students are more likely to feel excited about participating in something outside the classroom. Snacks never hurt, either.

Running a Book Club Session

1. Arrange the tables and chairs in a circle so that everyone can face one another while reading and discussing the story. This helps create that sense of community and ensures that everyone can see and hear one another.

2. Explain the purpose of the book club for that day’s session. Provide some context for the story such as background information on the author, the genre, and a specific literary device or element.

3. Provide each student with a copy of the story so that they have the opportunity to read and follow along while others read. This allows students to help each other out sound out words and take notes while reading.

4. Ask students to take turns reading the story. Vary the length of the passages based on the students’ comfort with reading aloud.

5. While reading, have students pause if they reach an unfamiliar word and define it together as a group. Use context clues or a dictionary to figure out the meaning of the words.

6. Have students stop periodically to answer questions. Check students’ comprehension of the story by stopping and asking the six Who, What, Where, When, Why, and How questions. “Why” is the most important, and often the most difficult, question to answer, so encourage students to explore the text further and make inferences based on what they’ve read.

Questions to ask while reading:

• Who are the main characters? What are they doing in the story?
• Why do the characters act this way? What details in the story help us understand them?
• Where and when does the story take place?
• What words stood out while reading? Why do you think the author chose them? How do they make you feel?
What is the theme of the story? What is the author trying to tell us?
What is the tone of the story? Does it shift at any point? Why?
What isn’t being said in the story that we can infer from the details?

7. **Encourage students to use active reading strategies.** Instruct them to visualize, question, predict, and connect with details as they read. Remind students to always refer back to the text to explain their answers.

8. **After reading, ask students to reflect on the reading.** Questions to ask include: How did you feel about the story? What did you like or dislike, and why?

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**A Book Club for English Language Learners**

The Monrovia Public Library in Monrovia, California, operates a book club geared toward its Low Intermediate or higher English language learners. The book club has been around for about a year. Literacy Coordinator Victor Castellanos said that after polling students, the club facilitators decided to start with American contemporary fiction, which was a large area of interest for students. The group has used a wide range of graphic novels, plays, and poetry from different genres and styles. The readings are generally at a fourth- to fifth-grade level. Castellanos briefly assesses students before they join the book club to make sure they are at the right reading level. Here is some more information about the Monrovia Public Library’s book club.

- After polling students, facilitators realized the best time to meet was 6 p.m. every other Monday. The library also has a writing club on the alternate Mondays when the book club doesn’t meet.
- The book club facilitators, including Castellanos, have backgrounds that include English literature, novel writing, and previous book club participation. All of these are conducive for leading a student book club.
- Students complete the readings on their own time. However, the club has read plays aloud together, with each participant reading a different role.
- Graphic novels are a big hit with book club participants because they have fewer words and provide visuals. The book club once read *White Fang*, but found the club members bogged down by many new vocabulary words on each page.
- The books for the club are found at the library store, offered through donations, and sometimes bought by students.
- Castellanos has a blog where book club members can find out meeting dates and what parts of a reading will be reviewed during sessions. He also plans to try out the app Goodreads so participants can access that same information via their phone.
- At the 2019 ProLiteracy Conference on Adult Education in San Diego this September, both Krawiec and Castellanos will give presentations about their programs’ respective book clubs. Find more information on the conference website, available at https://www.proliteracy.org/Professional-Development/ProLiteracy-Conference.
How Math Journaling Can Get Learners More Comfortable With Numbers

Purpose
To introduce what math journaling is and how it can help students become more comfortable with math.

Rationale
Are you afraid of math? How about your students? Math anxiety is a real thing, and even teachers who present math lessons can experience it. However, if students are anxious about math, it can inhibit how much they are able to learn. One way to help students feel more comfortable with math is through math journaling, in which students respond to certain math-related prompts. Math journaling gets students comfortable talking and writing about math, helps them make real-world math connections, and can even help them put numbers and operations into words. In this article, we present one way of using a math journal in pre-high school equivalency classes.

The Basic Activity
1. **Address with students, ideally at the beginning of a new class, how they feel about math.** Possible questions to ask: Do you like math? Does math make you nervous? Why or why not? What’s your previous experience with math?
2. **Let students know that you will ask them to keep a math journal.** Explain how students will respond to certain questions about math based on their personal experience.

More Information

**Math Journal Prompts About Attitudes and Dispositions**
http://tinyurl.com/yyqxrkey
Find dozens of potential attitude-focused prompts here for math journals as shared on the website for ReadWriteThink.

**Talking, Writing, and Reasoning: Making Thinking Visible With Math Journals**
http://tinyurl.com/2e32scj
Here’s a lesson for math journals from ReadWriteThink that is geared toward third- to fifth-grade classes but still could be followed in a class with adults.

**Everything You Need to Know About Math Journals**
https://thecornerstoneforteachers.com/math-journals/
Teacher and blogger Angela Watson shares her approach for using math journals in the K–12 setting.

**How Can Teachers Help Students Overcome Their Fear of Math?**
https://www.britishcouncil.org/voices-magazine/hot-c-an-teachers-help-students-overcome-their-fear-maths
This article from the British Council explains why becoming more comfortable with math is important for learning.
3. Advise students on what they can use for their math journal writing. Ideally, it’s a notebook dedicated to be their math journal.

4. Tell students how often they will be expected to write in their journal. Once a week is a common requirement by many teachers. Another idea is to have them journal any time you begin a lesson on a new big-picture concept.

5. Have ready the prompts that you will give to students. Here are three types of prompts you can use, as recommended by the GED® Testing Service webinar “Moving Up! Mathematical Reasoning”:
   - Affective/attitudinal prompts that focus on how students feel. Some examples: One secret I have about math is…; If I become better at math, I can…; My best experience with math was when…; My worst experience with math was when….
   - Mathematical content prompts that focus on what the material is about. Some examples: What patterns did you find in…?; How do you use … in everyday life?; Explain in your own words what … means.; One thing I have to remember with this kind of problem is….
   - Process prompts that require students to explain what they are thinking and doing. Some examples: What would happen if you missed a step in the problem and why?; What decisions did you have to make to solve this type of problem?; When I see a word problem, the first thing I do is….

See the link to “Math Journal Prompts” in the sidebar on page 6 for additional prompts.

6. Give students time in class to complete their writing. Five to 10 minutes is usually sufficient. Plan to keep a math journal yourself so you can share your prompts if necessary. Let students know that you are not focused on grammar or perfect writing. The idea is to be thoughtful about a personal math-related experience. You also can use the sharing time (see next step) to share what you wrote.

7. Ask if any student volunteers would like to share what they wrote.

   You also can decide how you want to review student writing. Just like with other journal projects, some teachers review all of the writings and offer feedback. Other teachers just check in class to make sure that the assignment is done.

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More Information

What Is a Math Journal?
https://demmelearning.com/learning-blog/math-journals/

Check out this link for some basics about math journaling.

When Teachers Have a Fear of Math
https://tinyurl.com/yb62lh3r

This report summarizes a study on math anxiety. It found that when teachers fear math, students often come to think that not everyone is a good “math person.”

Basic Math Video Lessons
http://www.tv411.org/math

TV411, which has been profiled previously in Notebook, shares a series of short math videos that cover lessons such as budgets, using math on the job, and calorie counting.

Math in the News
https://www.educationworld.com/a_curr/mathchat/mathchat021.shtml

Here’s another practical way to approach math lessons. Wendy Petti shares ways that math is used in news stories and encourages students to interact with the stories.

Mathematical Autobiographies
https://www.artofmathematics.org/blogs/cvonrenesse/mathematical-autobiographies

If math journaling is a hit with your class, you could also assign a math autobiography, which gives students a more narrative way to reflect on math experiences. The link above, from Discovering the Art of Mathematics, includes a link to a video where students discuss their math autobiographies.
Helping Beginning-Level English Language Learners Prep for Citizenship

Purpose
To share how one instructor helps lower-level, mostly older students prepare for their eventual goal of becoming a U.S. citizens.

Rationale
Many students in English language learning programs want to become U.S. citizens. However, the actual content in citizenship-focused classes often requires an intermediate or advanced level of English proficiency. This may discourage beginning-level students who want to become citizens but do not necessarily have academic-focused goals pursued by many (generally younger) students in programs geared toward college/career preparation. This is what led Lynne Weintraub of the Jones Library, Amherst, Massachusetts, to develop a set of lessons for classes that could still help beginning English language learners pursue their eventual goal of preparing for the citizenship interview. Weintraub says some of the students can read a little in their native language, while others have no literacy at all.

“There are three main things I’m working on with these students: 1) basic oral skills reinforced with simple literacy exercises, 2) very basic citizenship prep, and 3) social inclusion and reducing social isolation,” Weintraub says. The latter is particularly important because the learners are older. She also sees her class as helping to familiarize the students with the local community.

This article outlines how Weintraub manages these classes so you can consider a similar structure for your own program.

More Information

Citizenship Courses to Help Instructors
proliteracyednet.org
ProLiteracy’s EdNet offers four online courses geared toward instructors to help them better understand the citizenship process. The courses are Citizenship: An Overview of the Citizenship Test, Citizenship: The Civics Test, Citizenship: The Literacy Test, and Citizenship: The Interview.

Preparing for the Oath
http://americanhistory.si.edu/citizenship/
Created by the Smithsonian’s Museum of American History, this site gives students an interactive and visual way to practice for the civics part of the U.S. Naturalization test.

Study for the Test
https://www.uscis.gov/citizenship/learners/study-test
The USCIS provides a variety of links and resources at this site to help users prepare both for the English test and the civics test. There are also resources via the site to help find citizenship classes and low-cost legal aid. Click on the section “Find Help in Your Community.”

Civics Practice Test
http://www.uscis.gov/citizenship/quiz/learners/study-test/study-materials-civics-test/naturalization-self-test-1
This site from USCIS gives students practice with civics questions asked during the interview. Users can read the questions and/or listen to them.
Foundations of Citizenship: How It Works

Much of the class content focuses on conversation; Weintraub does not use a textbook. Students will talk about one another’s daily lives, where they live or come from, children and grandchildren, and daily routines. “They do scavenger hunts for basic vocabulary around the library and take walking field trips to other downtown locations. After students are clear on the oral content of these units, I have them work on simple homemade literacy worksheets for reinforcement,” Weintraub says. The literacy worksheets include yes/no, completion, or simple two-choice exercises.

“For civics, I teach the geography questions by showing photos and maps and going over the information orally—slowly, with a ton of repetition—leading to question/answer drills,” she says. “Once the students have that information down orally, I give them simple worksheets.

“For holiday/month dictation sentences, I present the information on a calendar and also a list of the dates that the library is closed for holidays, and follow the same pattern,” Weintraub says. “I also make a big deal when the actual holiday rolls arounds. I use pictures to tell what the holiday is about and make sure students know that class is cancelled on that day!”

Mock Citizenship Interviews

One popular weekly feature of Weintraub’s class is mock citizenship interviews. She starts off with a few English-speaking volunteers and then moves on to student volunteers. “I put on a fake U.S. Citizenship and Immigration Services (USCIS) nametag, put up a sign that says ‘Citizenship Interview,’ and call the name of the ‘applicant.’ I give a few commands: follow me, remain standing, raise your right hand, then I ask: Do you promise to tell the truth? I then invite the ‘applicant’ to sit down. I go down a list of questions and only ask questions that students have worked on in previous lessons,” she says.

When Weintraub demonstrates the interview using English-speaking volunteers, she asks them to read a sentence that is printed in large letters so that the students observing can see it, too. For the writing test, she will have the volunteer write one dictated sentence. If the “applicant” is a student in the class, Weintraub only asks him or her to read a single word and write a single word. “Nobody in my class is up to full sentences yet, but we’re getting there,” she says.

The interviews are motivating for students. “The purpose of the practice interviews is to give students an idea of what happens at a real interview and to build confidence so that they believe this is going to be possible. They usually come to me with the belief that it’s not. The interviews also assess whether they’ve mastered what I’ve been teaching in class,” she says. Weintraub also notes what the student was able to do correctly in each practice interview so she can track progress over time.

On page 10, find highlights from the Foundations of Citizenship Test document that Weintraub uses to help teach and test students in this class. The content mirrors questions found on the actual citizenship test. You can find Weintraub’s full Foundations test at the following website: https://www.joneslibrary.org/foundations. She is also happy to answer any questions about her Foundations class. You can email her at esl@joneslibrary.com.

More Information

Becoming a U.S. Citizen: An Overview of the Naturalization Process
http://tinyurl.com/yywt29ny
https://www.uscis.gov/citizenship/learners/apply-citizenship
Also from USCIS, the first link is for an 11-minute video that gives an overview of the process to become a U.S. citizen. The speaker in the video speaks slowly, and the video also shows the words on the screen. The second link is a written summary of the 10 steps to naturalization.

Guide to the Adult Citizenship Education Content Standards and Foundation Skills
http://tinyurl.com/pk3r8jo
This guide from USCIS helps programs that are looking to develop citizenship-prep curricula. The guide reviews the skills and knowledge necessary for students to navigate the naturalization process.

Citizenship: Passing the Test
https://www.newreaderspress.com/citizenship-passing-the-test
New Readers Press has several citizenship books for various levels. One of these is Citizenship: Passing the Test: Literacy Skills Workbook. The workbook, written by Weintraub, is geared toward beginning-level learners. Students learn sounds and names of letters and simple spelling patterns, and writing is practiced through modified dictation activities.

EL Civics, Government, and History Lessons for ESL Students
https://elcivics.com/
Workshops and graphics related to history, civics, states, and holidays are part of the EL Civics website. Some information may be slightly outdated (it still says that Barack Obama is president, for example).
Foundations of Citizenship Test Excerpt

For Beginning-level English Language Learners

1. Speaking/Listening (Interview skills)

   Commands: student must demonstrate each of the 5 commands.
   - follow me
   - sit down
   - remain standing
   - show me your ID
   - raise your right hand

   Personal background questions: Answer 10 easy personal background questions (in a manner that would be understood by the average person).* For example:
   - What is your first name? How do you spell it?
   - What is your last name? How do you spell it?
   - Do you have a middle name?
   - What is your date of birth?
   - What is your country of birth? [if necessary, clarify: Where were you born?]

2. Oral Civics Questions

   Student must answer 6 out of 10 easy civics questions correctly.* For example:
   - Name one of the two longest rivers in the United States. (Mississippi/Missouri)
   - What ocean is on the West Coast of the United States? (Pacific)
   - What ocean is on the East Coast of the United States? (Atlantic)
   - Name one state that borders Canada. (Three possible answers: MI, NY, VT)
   - Name one state that borders Mexico. (Possible answers: AZ, CA, NM, TX)
   - Where is the Statue of Liberty? (NY)
   - What is the capital of the United States? (Washington, D.C.)
   - Why does the flag have 50 stars? (because there are 50 states)
   - What is the capital of your state? (_______)
   - Who is the governor of your state now? (_______)

3. Reading/Writing

   Student must read one of the following aloud (in a manner that would be understood by the average person); if unable to do so, he/she is given a second question to read aloud. Then the student must write the corresponding sentence as a dictation (in a manner that would be understood by an average person); if unable to do so, he/she is given a 2nd or 3rd dictation.*

   “Please read what you see.”
   (from pre-printed card/iPad)
   - How many states are in the United States?
   - The United States has 50 states.
   - When is Labor Day?
   - Labor Day is in September.
   - What is the capital of the United States?
   - Washington, D.C., is the capital.
   - Where does the president live?
   - The president lives in the White House.
   - Where is the White House?
   - The White House is in Washington, D.C.

   “Please write ______________________________.” *
   (give student a pencil/paper or iPad/stylus)
   - The United States has 50 states.
   - Labor Day is in September.
   - Washington, D.C., is the capital.
   - The president lives in the White House.
   - The White House is in Washington, D.C.

* Student may ask for (and receive) repetition as many times as necessary.
9 Ways to Help Students Manage Stress

Purpose
To give students and instructors several practical strategies to cope with stress.

The Rationale
Who isn’t stressed out these days? Instructors and students alike often are stressed from increasing obligations, life challenges, traffic, work, technology, politics—you name it. It can be doubly hard on students who may not have the language or coping skills to fully handle those stressors. This article presents a few practical coping mechanisms that instructors can teach to students, or do together with students in class, to help relieve and better manage stress. Even though the descriptions are geared toward a class, the same activities can be done in a one-to-one tutoring situation.

You may want to preface these activities with a class discussion about stress and include questions such as: Do you feel stressed? What makes you feel stress? What do you do to manage stress? Do you think you do enough to help your stress?

The Basic Activities

Activities You Can Do in Class

1. Take a physical activity break. We all know that moving more is good for us. If you or your students sit a lot at work, then sit in traffic to get to class, and then sit again while learning, that’s a lot of inactivity. Take a five-minute break or longer to guide the class through a series of quick exercises to get the blood circulating. Alternately, encourage them to take a quick walk around the classroom or the school. Feel comfortable playing some music? Maybe you can have a short dance break to energize the class (if your shy students are willing to get up and groove!).

2. Lead the class on a walk outside. Point out to students interesting things that could be related to your lessons. This is another way to get everyone moving.

3. Teach the class how to cook something. This will involve some prep but is a fun way to break the routine and relieve stress. The Spring 2018 issue of Notebook has an article on making comfort food healthy and addresses some ideas for cooking in the classroom.

More Information

Managing Stress to Improve Learning
http://tinyurl.com/y2jkcvhk
World Education has a 12-page guide to make the English language learning classroom a less stressful place. The guide addresses topics such as the classroom environment, program policies, and teaching stress management.

Stressed Out!
http://www.cal.org/caela/esl_resources/Health/healthindex.html#Stressed
Found on the Center for Applied Linguistics site, the Picture Stories for Health Literacy series is a classic standby to help address health issues with English language learners. The picture story “Stressed Out!” addresses stress directly. The link above includes background on addressing stress with help from the pictures. Make sure to click on the small image of the pictures on the right of the webpage to see a larger version of the picture story and obtain access to a PDF version.
4. **Plan a field trip.** Is there somewhere fun or practical in your community that students may want to visit? If you're not sure, take a quick poll of your class. A field trip can give your students something to look forward to, and they'll learn new things in the process. Some ideas: a park, municipal building, restaurant, or the library.

5. **Start off with a laugh.** Plan to start each class with a short joke, cartoon, or funny video to lower stress immediately. Some jokes or cartoons may be more challenging for English language learners to understand.

6. **Teach a simple breathing exercise.** Discuss with students how breathing exercises can lower stress and reduce blood pressure. Here are two breathing exercises from the website CureJoy.com that you can easily demonstrate to students:

   **Equal Breathing**
   - Inhale for a count of four.
   - Exhale for a count of four.
   - As you practice more, aim for six to eight counts per breath.

   **Abdominal Breathing/Ocean Wave**
   Imagine an ocean wave splashing on the beach as you perform this breathing exercise.
   - Put one hand on the chest and the other on the belly.
   - Breathe in deeply through your nose. The diaphragm (not the chest) should expand as you breathe. (Show students where the diaphragm is.)
   - Pause two to three seconds before exhaling.

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**More Information**
(continued from page 11)

“**Mental Health and the ESL Classroom: A Guide for Teachers Working With Refugees**”
This guide from both the International Institute of Boston and Immigration and Refugee Services of America was published in 2000.

“**Tips for Survivors of a Disaster or Other Traumatic Event**”
Published by the Substance Abuse and Mental Health Services Administration, this four-page brochure is geared toward those who have survived a disaster and other trauma but also can help instructors who work with those affected by trauma.

**Understanding Immigrant Trauma**
https://www.ilctr.org/understanding-immigrant-trauma/
The Immigrant Learning Center presents a short article to help people understand immigrant trauma. The article includes links to a webinar that the organization had on the topic.
7. **Encourage exercise.** In addition to the physical activity in the classroom, encourage students to move more in their daily routines. You could lead a full lesson in which students can discuss how physically active they are during the day and whether they have a regular exercise routine. Then, brainstorm as a class some ways that everyone can move more, including walking, running, swimming, biking, going to the gym, dance classes, yoga, organized sports, and more. Let students know that YouTube has many exercise videos, so they can move more in the comfort and convenience of their own home.

8. **Enjoy music.** Find ways to incorporate music into class as a stress reliever. You can experiment with different types of music (classical, jazz, popular, salsa, etc.) to see what students like best. Ask students what types of music they think helps to relieve stress the most and when it should be used in class (for instance, as students are arriving or during independent work). Ask students to share how listening to music and perhaps even dancing helps them to relieve stress in their daily lives.

9. **Discuss how to get a better night’s sleep.** A good night’s sleep seems to be the key for better health. There’s no doubt that many students are struggling with sleep and that it affects their stress—either they’re stressed and can’t sleep, or they’re so busy that they aren’t getting the recommended seven to eight hours of sleep a night. Facilitate a class discussion on sleep habits. Students can pair up or work in small groups to discuss how long they sleep at night, when they go to sleep/wake up, and whether they think they are a good sleeper. Work with the class to brainstorm better ways to sleep. You could even have students try out some of the conclusions made by the class and see if that leads to a better night’s sleep.

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**More Information**

**The Totally Chill Guide to Teaching ESL Stress Lessons**
https://www.fluentu.com/blog/educator-english/stress-esl-lesson/

Fluent U addresses ways to address stress in the English language learning classroom. One approach shared is teaching students various idioms related to stress, such as “I’m stressed out” and “I’ve got a lot on my plate.”

**Five Stress Management Tips for Adult College Students**

This reading may appeal to your academically-minded students who are prepping to go to college. It will help teach them tips to better manage stress.

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**To help facilitate the discussion of tip nine above, here are a few brief readings to prepare you for the topic:**

**SLEEP TIPS: 6 TIPS FOR BETTER SLEEP, MAYO CLINIC**
https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/sleep/art-20048379

**SLEEP TIPS AND TRICKS, NATIONAL SLEEP FOUNDATION**
https://www.sleepfoundation.org/articles/healthy-sleep-tips
Exam Prep Courses Now Available from New Readers Press

https://www.newreaderspress.com/digital-solutions

New Readers Press has added two new courses to its suite of digital solutions for adult learners. Its online learning courses now include preparation and practice for the GED® test and the HiSET® exam. Both courses feature diagnostic pretests and posttests, flashcards, an onscreen calculator, and half-length practice tests. Students can access the Reading and Writing, Math, Social Studies, and Science courses on their computers or mobile devices. Please visit the New Readers Press website to find more information and to contact customer service.

Empower Women Through Literacy Campaign: #WeForShe

https://www.proliteracy.org/Get-Involved/Womens-Empowerment

When women are empowered through literacy, they can find their voice, be strong, get educated, and improve their lives. Real-life examples of women’s empowerment through literacy include leaving abusive situations, getting a better job, improving their health, breaking the cycle of poverty, and furthering education so their children have an increased opportunity for academic success. Of the 36 million adults in the U.S. with low literacy skills, 65% are women. Help ProLiteracy turn their pain into power and give them the wings to fly. The link above has a resource kit your program can use to spread the word about this campaign. It also provides more information on the connection between the challenges women face around the globe and how literacy can help.

How the Audio Program Audacity Could Help Your Class

https://www.audacityteam.org/download/
https://valrc.org/learning/techtools/audacity.html

Looking to do more with audio resources for your students? Then consider using the program Audacity. This easy-to-use, free audio recording software can be used to provide audio clips with online classes, record interviews, and to help record podcasts. The Virginia Adult Learning Resource Center has an article (see second link) that provides teachers with ideas on how to use Audacity.

Take Charge of Your Next Doctor Visit


If you are working on health in class and need a video resource to encourage students to ask questions and prepare for a doctor’s visit, then check out the video link above. Created by the pharmaceutical company CSL Behring, the three-minute video is best for native speakers or intermediate to advanced English language learners.
Third CCRS Classroom Video Available from the Minnesota Literacy Council

http://mnliteracy.org/classroomvideos
http://tinyurl.com/y5zsgxmw

The Minnesota Literacy Council has released its third and final video in the CCRS in the ABE Classroom series. Instructor Dan Bruski integrates a variety of teaching standards into his beginning-level ESL class. During the lesson, learners work on strengthening vocabulary, developing grammar and critical thinking skills, and using language in a communicative context. At the first website, find all three videos, along with a copy of Bruski’s lesson plan, and the Text-Dependent Questions Stems and Frames for Beginners handout. The new video addresses the various forms that reading texts can take, including images and graphs; scaffolding, routines, and using volunteers to help lower-level learners in multilevel classes. The second link explains more about the newest CCRS in the ABE Classroom video.

Resources to Assist Workplace Services in Rural Areas

https://www.workforcegps.org/sitecore/content/global/resources/2019/01/31/00/58/Resources-to-Assist-Services-in-Rural-Areas

Workplace GPS, which is sponsored by the Department of Labor’s Employment and Training Administration, has created a resource webpage for practices, programs, and services that can be used for workforce assistance in rural areas. Providing workforce services in rural areas can be challenging because of long distances or a lack of support services and infrastructure, according to Workplace GPS. The resource page listed above helps to provide additional support.

Adult Education and Family Literacy Week Toolkit

https://www.proliteracy.org/Resources/Adult-Education-and-Family-Literacy-Week-Toolkit

September is a big month for literacy that includes both Adult Education and Family Literacy Week (AEFL Week) and International Literacy Day. This year, AEFL Week is September 22–28. International Literacy Day will be celebrated on September 8. To help you celebrate these events and increase awareness of adult literacy, ProLiteracy has put together a toolkit. The free download includes information about AEFL Week and International Literacy Day, adult education facts, suggested activities, sample letters, social media templates, and more.
Adult education programs often acknowledge the difficult paths that students walk to reach their goals. However, it’s sometimes the teachers and tutors who face just as many challenges as their students—and yet they still emerge as leaders.

Captain Courtney Schoch’s journey is about owning her story and not letting it own her. Schoch’s life began with a violent childhood in Atlanta, followed by a decision to drop out of high school, and then down a path of poor decision-making that continued for years. Since passing the GED® test in 1992, Schoch has overcome various obstacles in both her professional and personal life.

Setting the bar high, Schoch overcame her fear of flying and became a pilot in 2002. Two years later, she was certified to teach aspiring pilots how to fly. In 2008, Schoch began her professional airline pilot career, and within six years, she earned a bachelor of science and a master of aeronautical science from Embry Riddle Aeronautical University in Daytona Beach, Florida.

In 2014, Schoch moved to Nicaragua and started a nonprofit, Runucate (run + educate), to provide educational scholarships and teach English in the local community while continuing to work as a pilot. She also earned a TEFL certificate in León, Nicaragua.

“I wanted to give back to this amazing community and knew teaching English was the best way. It opened up opportunities for individuals and their families, allowing them the ability to secure jobs and increase their salary,” Schoch says.

Her own mix of life experiences strengthened what Schoch could cover as a teacher. “I have faced many challenges in my life, just like my students, and I never underestimate their ability … It’s my responsibility to not only teach the material but also to motivate them to reach or exceed their goals,” she says.

Due to political unrest in Nicaragua during spring 2018, Schoch unexpectedly had to relocate full-time to the U.S. She is now based in both Cleveland, Ohio, and Washington International Dulles Airport.

“Right now, the focus is on sharing my story for inspiration and raising funds to help adult education programs in Ohio by running a marathon on all seven continents and speaking publicly about the importance of education,” Schoch says.

Schoch will be the keynote speaker at the ProLiteracy 2019 Conference on Adult Education, Sept. 25–28 in San Diego, California. For more details, visit the conference website at https://www.proliteracy.org/Professional-Development/ProLiteracy-Conference.