

Teaching Notes

For

Living in Pinellas County – Volume 2



A Collection of Units about our County
Developed for Pre-GED & ESOL Adult Students
&
Their Teachers and Volunteer Tutors

By
United Methodist Cooperative Ministries
1625 Union Street
Clearwater, FL 33755

Martha A. Lane
Director of UCMC Information Services & Special Projects
Curriculum Designer & Chief Writer

Copyright 2004-05 by
Martha A. Lane
4905 34th Street South
PMB 6200
St. Petersburg, FL 33711-4511
marthaalane@earthlink.net

*This project was partially funded through a Florida Department of Education,
Division of Community Colleges and Workforce Education, grant.*

TEACHING NOTES for Unit 10: Keep Away from Violence

Objectives

After completing this unit, learners should be able to:

1. Understand, say, and read some common words that can be associated with acts of violence
2. Begin to understand some differences between how violence is viewed in the USA and how it is viewed in other countries
3. Understand that violence occurs in homes, at school or work, in the street, at sporting events
4. Think about world-famous people who were nonviolent
5. Be able to describe or demonstrate the difference between violence and nonviolence; kind and unkind

NOTE: This unit's general approach to violence is needed before students will be able to make full use of the two related units:

Unit 11: Domestic Violence and Abuse in Pinellas County

Unit 12: How to Avoid Violence in Your Community

Unit Segments

Theme Picture (page 1) – 4 illustrations: media violence, domestic violence, violence at work or in public, and violence at or near school

Vocabulary (page 2) -- key words and concepts to be taught orally

Reading and Writing Activities (pages 3, 4, 5, 8, and 10)

Pronunciation (page 6) – *Phonics with a Florida Twist* includes some Florida place names. Be prepared to show students where these places are on a Florida state map. *Word Study: Opposites* teaches common opposite pairs while doing some root word work

Clap the Stress (page 7) --focused study on stress patterns of words introduced in this unit

Conversations (page 7) -- true-to-life conversations your students will encounter or find highly useful for calling 911 and discussing TV programs with children

Internet Activities (pages 9) – easy-to-do but very important activities that reinforce the lesson and help students know where to find additional information on the Internet; the emphasis for this unit is finding movie ratings that can guide family viewing decisions

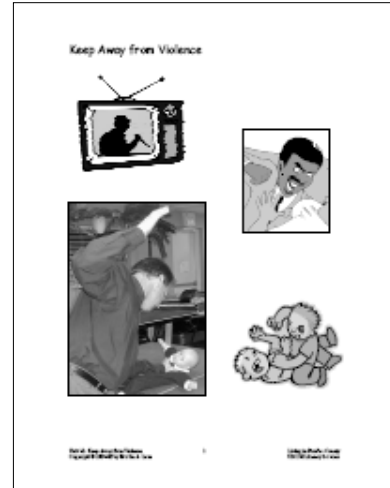
Writing About... (page 10)-- language experience activities suggested by the unit theme—in this case to write about violence or nonviolence

How to Teach the Theme Pictures

The Teaching Steps:

1. Ask students to study the pictures. Do not rush them. Give them time to think about what is being taught in the pictures, as well as time to think of what English words they can use to describe what they see.

2. Ask students to tell you what they see. (*What is this? What are the men doing? What are the children doing? Is the TV on or off?*) You may need to stress "English only." Accept single words and phrases. As they talk, list their responses on the board, being sure to print clearly and spell correctly. If you can't understand what they're saying, have them show you in the picture. Everything you put on the board must be in correct English. For example, if a student says, "a boys," you write "a boy."



3. Teach key vocabulary words from the picture. [See next page for how to teach new words.]

Important words to teach from these theme pictures:

TV, a man with a knife, arguing, hitting, a fist, two boys, kind, mean, violence.

Important sentences to use with these theme pictures:

What is this?

What's on TV?

How many men do you see?

How many children do you see?

What are the men doing?

Who has a knife?

Who is being mean (unkind)?

4. Read the list back to the students, having them repeat each item after you several times. Have them repeat the words in unison, after your model.

How to Teach Vocabulary Pages

The Teaching Steps:

- 1. Talk with students about each picture before you refer to any written information.** Ask questions, to test comprehension: *What is the man with the knife saying? What is the man doing to the woman? What are the two men doing? Why do people pound their fists?*
- 2. Review the captions with the students.** [You read, they read after you, explain meanings as needed.]
- 3. Teach words students do not know, like this:**
 - a. Say the new word and the article or phrase that goes with it several times, while indicating the object or action.** Students just watch and listen. For example, say: *a knife. a knife. a knife.* Use your natural speaking voice, tone, and speed.
 - b. Say just the word and the article that goes with it (or just the phrase) several more times, as you indicate the object or demonstrate the action.** But now students repeat the phrase after you (in unison) each time. You want students to be understood, so it's okay to do a bit of pronunciation correction now. However, save pronunciation drilling for later.
 - c. Say the new word in a simple sentence several times.** Have students repeat the entire sentence after you each time. Have them repeat in unison at first, then individually.
 - d. Check the students' comprehension by asking direct questions.** For example, *What's this? Pound your fist. Argue with me about TV shows. Grab the table. Push a chair.* Students answer as they're able (word, phrase or sentence or appropriate actions).
 - e. After all words have been introduced with actual objects or actions, help students read all the words printed on the page one more time.**



How to Teach Pronunciation

Please use your natural pronunciation, tone of voice, and speed when teaching this segment. **NOTE: Say the sound of the letter above a group of words, not its name.**

The Teaching Steps:

1. **Say the sound several times while pointing to the letter.** (For example, point to the **v** and say **v, v, v**. Students just watch and listen. Then say the sound and quickly read the entire list, pointing to each item as you read it (**v, violence, violent, very, Vanderbilt Park, Virginia Gardens, Venice**). Students just watch and listen.
2. **Say the sound and each word several times, having students repeat each time after you.** Be sure to use your normal voice and rate of speed. Do each sound and word until students begin to say it quite well--or until they start to get tired. Have students practice in unison first, then call on individuals to do an entire group. Give lots of praise and encouragement.

Phonics with a Florida Twist			
v	h	p	-ay
violence	hit	pound	stay
violent	hurt	push	away
very	help	punch	day
Vanderbilt Park	hide	punish	pay
Virginia Gardens	Holiday	Palm Harbor	Tampa Bay
Venice	Homosassa	Princeton	Mayo

Word Study: Opposites

violence	violent	nasty
nonviolence	nonviolent	nice

Note: When the pronunciation section has Florida place names, it will be called *Phonics with a Florida Twist*. Otherwise it will just be called *Pronunciation*. Please be prepared to show students where the Florida places mentioned are located and/or why they are famous. (Vanderbilt Park, Virginia Gardens, etc.) If you are not sure, consult www.mapquest.com or a search engine such as Google.

Sometimes the pronunciation section has groups of words that also touch on grammar (root words, prefixes, suffices, verb tenses) or vocabulary development (opposites, synonyms).

How to Teach Clap the Stress

Accent reduction is the major purpose of this segment. It is essential that you use your natural stress, rhythm, and intonation patterns throughout. If you are a native English speaker, you may find clapping the rhythm to be a bit tricky, since your own speech patterns are second-nature to you. So be sure to practice all clapping rhythms before class. (It's OK to tap the stress, rather than clap it—or snap your fingers—whatever works best for you and your learners.)

This exercise emphasizes the primary stress on a word. (If the primary stresses are correct, students will be understood, whether or not their secondary or tertiary stresses are correct.) Each **X** stands for a syllable. The large **X** marks the primary stress.

Sometimes a group of words with only one large **X** will be listed. In the student's language, the words in such a list may appear likely to have more than one syllable. Such groupings will help students know when to recognize silent vowels. For example, many students will think that the word *lives* would have 2 syllables (*li-ves*).

The Teaching Steps:

- 1. You clap the rhythm of the group being studied.** Clap loudly for big dots and softly for small dots. For example, clap the rhythm **X x** like this: *CLAP clap*. Once you have set the rhythm, have students join you in clapping the rhythm. Keep clapping without saying anything until everyone is clapping in unison. Then:
- 2. Say each word in time to the clapping.** Have students repeat each word in unison after you. Repeat each word until students' rhythm and pronunciation are acceptable. Do not drag; keep up the tempo. (The better the student, the faster the rhythm can be set--to a point!)
- 3. Give students opportunities to "solo"** with a group of words, while you and the others keep the rhythm going.

Please note: This technique is based on "jazz chants" developed by Carolyn Graham. The technique can also be used to teach phrase and sentence syllable patterns.

X x x	x X x	X x	X x
violence	another	pounding	very
violent	some drivers	pushing	angry
threatening	Palm Harbor	pulling	bully
everywhere	examples	grabbing	smaller
happening	especially	hitting	bigger
family	the movies	kicking	people
accident	policeman	scratching	highways
powerful	unhealthy	hurting	road rage

How to Teach Conversations

Each lesson usually has more than one conversation. Beginning English speakers may be able to do only one brief conversation. More advanced learners may be able to learn all of them. Always adapt to each student's level as much as you can.

The Teaching Steps:

1. **Say both parts of the conversation several times.** The students just watch and listen.
2. **Say the entire conversation one line at a time,** having students repeat each line after you until they can be understood
3. **You take the first role** and have students take the responding role. At first have students practice as a group, answering in unison. Then invite individual students to respond.
4. **Switch roles.** You may need to whisper the students' role, to prompt them to start the conversation. Have students practice in unison at first, then individually.
5. Have students practice the conversation in a chain drill, **while you carefully listen and correct and prompt as needed.**
6. **Give students opportunities to engage in free conversation,** using dialogues similar to the conversations just practiced.

Conversation 1

Operator: 9-1-1. What's your emergency?
Caller: Two men are fighting in front of my house.
Operator: What is your address?
Caller: 3900 34th Street South, St. Petersburg
Operator: The police are on their way. Stay inside your house.
Caller: OK.

Conversation 2

Parent: Please don't watch that TV show.
Child: Why? I like it!
Parent: It's too violent.
Child: OK. Will you help me find one that's OK?
Parent: Of course.

How to Teach Reading and Writing Activities

There are a number of reading and writing exercises which relate to the topic in each lesson. Each exercise helps learners gain more practice with an aspect of the unit topic. The exercises are scattered throughout the lesson.

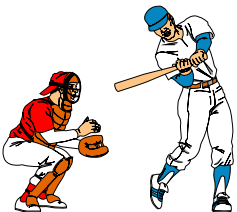
The Teaching Steps:

1. **Discuss any pictures associated with the passage before beginning to read.** Ask questions to test their comprehension. Discuss pictures or other illustrations with them before reading the text.
2. **Read a paragraph or passage to the class.** Ask students to follow along in their books as you read.
3. **Ask students to read the paragraph or passage in unison.** You are the lead voice. Keep the pace as natural as possible. As times allows, invite individual students to read a paragraph.
4. **Do each of the remaining paragraphs or passages in the same way.** You read it, while they follow along in their books. Then they read it in unison.
5. **Give students ample time to complete any writing activity.** Be sure they understand the instructions before they start writing. Do not rush them. Allow them to use dictionaries or other aids. Many activities are well suited to pairs work.
6. **Carefully check all written work.** Correct spelling, punctuation, and how the letters and numbers are formed.

Some Sports are Violent

Here are some sports. Some of them are violent. That is, a player tries to hurt another player. Some sports can become violent, when teams start to fight, instead of play.

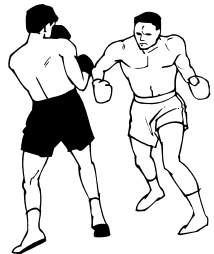
Answer the questions with a check mark (✓).



Is baseball violent?

yes no

sometimes



Is boxing violent?

yes no

sometimes

How to Teach Internet Activities

Most lessons have an internet activity, although they may not always be labeled as such. If you don't have Internet access in your classroom, encourage students to try the internet activity at the library or a community computer lab.

The Teaching Steps:

1. **Try each Internet activity ahead of time.** If links no longer work, or if other problems arise, this will give you time to figure out how to modify the activity.
2. **Let students work independently as much as possible.** Do not rush them. Allow them to use dictionaries or other aids. Many internet activities also are well suited to pairs work.

Some Movie Reviews Rate Violence for Families

It is hard to know what movies are OK for the whole family. Some Internet sites rate movies, videos, music, and even video games. Here is one: <http://www.gradingthemovies.com>. Here are two examples of their movie reviews:

The Pacifier (2005)

U.S. Rating PG,
Overall: B-
Violence: C
Sexual Content: B
Language: B
Drugs/Alcohol: A

Be Cool (2005)

U.S. Rating PG-13
Overall: D+
Violence: D
Sexual Content: C+
Language: D
Drugs/Alcohol: C

According to the 2 reviews, which movie is the best movie for families? _____

Which movie has the most violence? _____

How to Teach Writing about... Activities

Each unit ends with suggestions that encourage students to write something related to the unit theme. The section must be adapted to each student's level, of course. If you have very beginning students, consider having them dictate and you write on the board what they want to say. Then they can copy it. Regardless of the students' level, it is often best to discuss what they will write, before they begin. Encourage them to help each other, use bilingual dictionaries, and ask you for help as they write.

The Teaching Steps:

1. **Read the instructions to the students.** Ask if there are any questions.
2. **Help each student decide on which writing they will do,** if they need help getting started.
3. **Give students ample time to do the writing.** Check their work carefully. Give lots of encouragement.
4. **Invite students to share what they have written with the class,** if they would like to.

NOTE: While they write, you write also, and be willing to share what you write. They will find such a model very helpful.

A wonderful variation on the above is to lead the students in a group language experience activity. They decide on a topic and then everyone contributes a sentence or thought. You write what they say on the board, being sure to correct any grammar before writing it down. Then all students read the finished story from the board and copy it into their own notebooks.

Writing about Violence and Non-Violence

Write about 1 of these:

1. a violent person
2. a nonviolent person
3. how violence can hurt children
4. a favorite movie

TEACHING NOTES for Unit 11: Domestic Violence and Abuse in Pinellas County

Objectives

After completing this unit, learners should be able to:

1. Recognize some common forms of domestic abuse and violence: hitting, threatening, controlling
2. Call 911 if they see abuse happening
3. Call an abuse hotline or helpline for help or more information
4. Understand that domestic violence and abuse is against the law

Lesson Notes

Suggested steps for teaching the various lesson segments are detailed in the Unit 10 Teaching Notes.

Domestic abuse and domestic violence are serious problems in our county and in our country. Students need to know about such problems, how our laws may differ from other countries' laws, and how to keep themselves and family members safe. In many countries, police do not become involved in domestic affairs. In some countries, it is OK for husbands to beat their wives and children. By teaching this unit, you may literally save a person's life, or prevent a person from being severely physically injured.

Be sure to emphasize to students that domestic abuse and violence are against the law. The abuser can be arrested. The children can be taken away from an abusing parent.

“Domestic violence refers to any kind of family related aggressive, abuse, or violent behavior. It may come in the form of a serious threat, pushing or shoving, slapping, destruction of pets or personal property, or sexual abuse. No matter what form it takes, domestic violence usually gets worse without some kind of intervention. It usually becomes more frequent and more serious unless those involved change their behavior. Often domestic violence may result in serious physical and emotional injury.” (Office of the State Attorney, Sixth Judicial Circuit of Florida) --source: <http://www.co.pinellas.fl.us/bcc/juscoord/DOMMAIN.HTM>

Before teaching the lesson, visit these websites, so that you are armed with the latest correct information:

www.casa-stpete.org

www.havenrcs.org

<http://www.dcf.state.fl.us/domesticviolence/>

Watch the TV news and newspapers for current events that are getting a lot of publicity. Mention them when teaching the lesson. For example, a couple has just been arrested for abusing their foster children.

Be sensitive to students' reactions to this subject. Do not pry into family affairs. Refer questions to appropriate sources. Consider following the lesson with a guest speaker, if students desire more information.

TEACHING NOTES for Unit 12: How to Avoid Violence in Your Community

Objectives

After completing this unit, learners should be able to:

1. Recognize signs of potentially violent persons (angry outbursts, fights, threatening)
2. Call 911 if they see violence happening (knife fight, shooting)
3. Use CrimeTracker to find out about violence, crime, and drugs in their neighborhood
4. Understand that street gangs exist in many parts of the county—and be able to recognize some signs of street gang activity (gang graffiti, drug sales, change in dress or behavior of children)

Lesson Notes

Suggested steps for teaching the various lesson segments are detailed in the Unit 10 Teaching Notes.

Some places outside of the home where violence flares up are: at or near school, at work, and on the streets. This unit helps students begin to understand the types of violence that might happen in these three arenas. School violence is not just limited to guns and knives.

Bullying is a term new to many students. It's a bit tricky to explain, so consider explaining it in the students' native language, if you can. Most schools have pamphlets and brochures on bullying and gang violence. Some libraries do, too. Try to have such brochures available for your class.

The general public does not seem to realize how much gang activity there is in Pinellas County. Nor do they know what a gang is.

Florida Statutes 874.03 says a criminal street gang is a formal or informal ongoing organization, association, or group of three or more persons who have:

- *A common name or common identifying signs, colors, or symbols.*
- *Members or associates who individually or collectively, engage in or have engaged in a pattern of youth and street gang activity such as fighting, vandalism, murder, and drug sales.*

The above definition, plus a lot of good information that parents should know can be found on: <http://www.dc.state.fl.us/pub/gangs/awareness.html>.

TEACHING NOTES for Unit 13: Community Resources

Objectives

After completing this unit, learners should be able to:

1. Identify some good general community resources: utilities, clean streets, good water, etc.
2. Be able to find and call a County resource for a special need (new pet, 911)
3. Understand when you should call 911 and what needs are not emergencies
4. Understand that each community has some nonprofit organizations that also can help them

Lesson Notes

Suggested steps for teaching the various lesson segments are detailed in the Unit 10 Teaching Notes.

Help students realize the free resources they have at their disposal in their own neighborhoods: libraries, after-school programs, adult school, etc. Help each student identify at least one new resource near his or her home, if possible.

If most students are from the same area, consider having the class make a neighborhood map, on which they note all neighborhood resources of which they are aware. You can add County ones they may miss.

Consider a field trip to a County Utility or other resource site. Consider speakers coming to your class from community groups.

Finally, help students identify the resources they bring to the community. Perhaps some already volunteer or otherwise help neighbors.

TEACHING NOTES for Unit 14: Reduce, Recycle, Reuse

Objectives

After completing this unit, learners should be able to:

1. Identify several items that can be recycled in Pinellas County
2. Identify several items that should not be thrown away in household trash
3. Find what recycling services are offered in their community
4. Explain the difference between recycle, reuse, and reduce

Lesson Notes

Suggested steps for teaching the various lesson segments are detailed in the Unit 10 Teaching Notes.

Did you know that Pinellas County has one of the nation's first and largest Waste-to-Energy plants? It provides electricity for some 45,000 households. It also has cut what must be buried in the county's only landfill by about 80%.

This unit describes in chart and picture format how to recycle many household items, from used motor oil to aluminum cans. Recycling is something every person and every class can do.

To make the most of this lesson, please collect the following for classroom activities:

- A simple magnet (even a refrigerator magnet will work)
- Various types of paper, plastic, and cans—some of which can be recycled and some of which cannot
- An example of a curbside recycling bin (if your community offers this service)

You can get a number of pamphlets about various recycling issues, plus an excellent directory of recycling that details each city's services from Pinellas County Utilities.

For more information, or to download the recycling directory, visit:
www.utility.co.pinellas.fl.us.

