



THE CHANGE AGENT

An Adult Education Newspaper for Social Justice



Using Issue #36, “Good Jobs, Not Just Any Jobs,” in the Classroom

Tips and Tricks for Teachers



New England Literacy
Resource Center



WORLD EDUCATION

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In this webinar, you will:

- A. Access three new lesson plans that integrate career and workplace readiness with learning basic skills.
- B. Find new ways to use humor in a multi-level classroom to get students talking about work and practice a “problem-posing” approach regarding workplace issues.
- C. Learn about how to support students to write for a national publication.

Paid Today, Broke Tomorrow

Mariama Diallo



A good job should allow you to pay your bills, to eat, to get clothes according to the weather, and to get medical treatment when needed. Not only that, a good job should pay you enough so that you can have time to live and enjoy a little of life.

I've been at my job for almost 11 years but I have never gotten a raise even though the price of everything has gone up. We receive only minimum wages. We work hard for a paycheck that doesn't allow us to survive. Who wants a job where you get paid today and you're broke tomorrow? It makes you feel like things are falling apart around you because you know that you are not going to be able to pay your bills.

Nowadays, many adults realize that it's time to make a change for a better life. We don't want to accept any job in order not to be unemployed. But how can we get good jobs—jobs that allow us not only to survive but to enjoy life too?

Mariama Diallo is a student at the Adult Learning Center Mid-Manhattan: #5 in New York City. Mariama came from Senegal over 11 years ago. She is delighted to show her work to her 10-year old daughter, Fatoumata, who is an excellent fifth grade student. Fatoumata has been selected to participate in the school's math bee.



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Lesson Plan #1

Use Text and Audio to Explore Good Jobs/Bad Jobs

- Students will read someone else's point of view about good jobs vs. bad jobs.
- Students will identify what a good job or bad job means to them.
- Students will practice academic skills, including reading for understanding, and **they will use audio** to improve pronunciation, grammar, and punctuation.

Humans, Not Machines

Maria L. Hernández

A good job is where I do activities that I am prepared for. They are activities that I like to do and that make me feel important, happy, and satisfied. It should be a place that has a good working environment, good co-workers, and good pay.



A bad job is one that I do only for the pay. I had a bad experience at one job where the company only needed our hands to do the work. The hours were exhausting. They acted like we weren't humans but only machines.

Maria L. Hernández, originally from Mexico, is an ESL student in Fayetteville, AR. She is a kind and compassionate person who has two sons. She wants to help them and be a good example for them. Maria enjoys bettering herself. She wants to learn English well so she can continue her studies.



From p. 3 of *The Change Agent*, Issue #36

3 Ways to Listen

option 1. Listen to the full article here:  

option 2. Right click [here](#) and "save as" to save an mp3 of the article to your computer.


option 3. Listen to sections of the article by pressing the play buttons that appear before a set of words in the article below.


READING LEVEL 6



Humans, Not Machines

by Maria L. Hernández

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Research shows that literacy and English language learners improve fluency when they have the opportunity to hear a piece read out loud while they read along.

From www.nelrc.org/changeagent/audio -- click on the article you want to hear; you will be prompted for your username and password



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NEW! *The Change Agent* supports evidence-based reading instruction (EBRI)!

[Click here to learn more about *The Change Agent* and EBRI](#)

[Click here to go directly to leveled texts \(print and audio\)](#)

WELCOME!

Welcome to *The Change Agent*, a social justice newspaper published twice a year in March and September. *The Change Agent* provides cutting edge resources for teaching social issues, powerful student writing that inspires discussion, and many ready-to-use lesson plans – all oriented toward a multi-level audience.


The Change Agent is available online or in print. Subscribers who elect to include the online option will receive full access to all of our back issues as well as our issue extras and growing collection of audio articles.





Issue 36: Good Jobs, Not Just Any Jobs!

Reading Levels

Click the headers to sort by title, page, or reading level.

The  icon means that the article is available in audio - click the article's title to view its audio page.


Title	Page	Level
Paid Today, Broke Tomorrow	1	6
 Humans, Not Machines	3	6
 My Work as a Beautician	4	4
A Tale of Two Jobs	5	4
 A Job is a Job is a Job...Right?	6	8
Soaring Skyward with Heavy Lifts	8	7
Hell in a Steel Mill	9	7
 Greasy, Wet, and Stinky Work	10	6
 Should My Fingers be Faster	11	6
The Best Job I Ever Had	12	11
Sweet Scents, Customer Satisfaction	14	7
Mister Larry, The Daycare Chef	16	8
Taking Care of People Gives Me Joy	17	6
My Fulfilling Job as a Social Worker	18	6
I Must Say	20	1
1000 Uses	21	4
Inspired to Become an Architect	22	7
My Ideal Job: Mexican Dance	23	8
 From Dishwasher to Chef	24	7
"Daniel of All Trades"	25	8
"We Can Fix It"	26	6
"We Can Do It"	27	5
If You Want It, Go For It	28	6
Have a Criminal Record?	30	9
Things are Forever Changing	32	5
Resources	33	9
 I Help Myself...I Volunteer!	34	6
Advocate for What You Want	36	5
Car Wash Workers Organize	37	7
Raising Children is Work	38	5
 Women: Like Men, Only Cheaper	39	10
Putting a Stop to Discrimination	40	5










Issue 36: Good Jobs, Not Just Any Jobs!

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I Must Say	20	1
Visions for the Future	54	3
 My Work as a Beautician	4	4
A Tale of Two Jobs	5	4
1000 Uses	21	4
"We Can Do It"	27	5
Things are Forever Changing	32	5
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Organizing for Our Fair Share	48	7
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Mister Larry, The Daycare Chef	16	8
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"Daniel of All Trades"	25	8
Legislating Wages	42	8
Have a Criminal Record?	30	9
Resources	33	9
 Women: Like Men, Only Cheaper	39	10
Fighting for Economic Protections	44	10

What do you think?

Write down the qualities of a good and bad job. Revisit your list after reading some articles.

A good job:	A bad job:

SOME QUESTIONS TO KEEP IN MIND WHILE YOU READ

As you read Maria's story and others in the magazine, think about *who decides*—if you are treated like a human or a machine, what your pay is, whether your job is good or bad? Who *should* decide?

From p. 3 of *The Change Agent*, Issue #36

Lesson #2

Drawing from Multiple Sources

- Students will practice reading for understanding.
- Students will gather information from multiple sources and analyze.
- Students have the opportunity to practice negative and past tense verbs.

My Work as a Beautician

Marie Constant

I had a good job when I worked in a beauty salon and spa. It was a good job because I loved what I did and felt happy when my clients were satisfied. I got benefits, such as sick days, paid vacation, maternity leave, meals, and bonuses. I got good pay, too. It helped me with my bills. It was a good job because with this work I learned to be patient, calm, optimistic, and logical.

Well, it was also a bad job because it was so tiring. I spent a long time standing up. It was a very stressful workplace. Sometimes, the clients were difficult. They did not know what they really wanted. Another problem with the

job was that it took so much time. I never had time for my family. And I always finished so late. I was afraid to go back home in the night.



Marie Constant studies ESL at the Center for Immigrant Education and Training at LaGuardia Community College in Queens, NY.

From p. 4 of *The Change Agent*, Issue #36

Mister Larry, The Daycare Chef

Larry Richardson

When I was a little boy, I watched my grandmother cook. The food tasted so good that it made me want to become a cook. So when I was about 19, I started working in small restaurants as a busboy, then a line cook, and a finally a chef. My grandmother is why I became a chef; I love good cooking—especially cooking for other people.

Nutritious Food for Children

Currently I work as the chef for a daycare center. One of the most important ways to express my care for the children is to feed them healthy and

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nourishing food. Nutritious food supports children's brains and bodies. When I cook for the children in the daycare center, it makes me feel good about myself because I know that I am doing something good for them; this is why I love my job

at the daycare center. I believe that what God created we must take care of, especially the children.

the children about nutrition. The teachers and I eat meals with them. The children see me eating foods they might not want to try. I tell them how I made it and how it will make them strong and smart.

I talk to them about the foods we are serving. I show them pictures of how it looks before I cook it. I teach them how to measure ingredients, how to pick out healthy colors of vegetables, and how to cook in the most nutritious way. Kids need to learn early to eat healthy foods so they will do this their whole life.

This is a good job. It is not just any job. But it is not valued. Day care workers should get higher pay, sick days, personal days, job security, and paid vacations. I am feeding the children so they can grow up to be what they desire to be in the healthiest body possible. It is important work!



From p. 16 of *The Change Agent*, Issue #36

It was Greasy, Wet, and Stinky Work (But the money was good.)

Nicole Amos-Collins

When I was 16 I had a horrible job in Arkansas cropping turkeys. It was disgusting in so many ways.

In order to crop a turkey, you first need to put your hand inside the turkey's neck, wrap your pinky finger around the windpipe and twist your pointer and middle finger around the crop (grit) bag tightly. The last thing you do is pull all of it down and out quickly and drop it in a trough of water.

This trough full of water was designed to keep moving because it was carrying away waste. The water seemed to slosh all over the place. If you were not splashing yourself with this disgusting water, someone was splashing you. No one told me that I would have shriveled toes at the end of every day.

The first day I went to work I could not get over how stinky turkeys are. Just thinking about that smell made it really hard to get up and go



to work. I would always shower before going home.

The floors were so greasy that you had to walk with caution. There were high pressure hoses to clean the floors during every break. The grease was so gross

it took me three years to be able to eat turkey on Thanksgiving Day. No one could understand why.

I made good money at this job. But no amount of money could make this job good or fun. No one enjoys cropping turkeys. It is greasy, wet, and stinky work. I will never go back.

Nicole Amos-Collins is an explorer of life, a homemaker, a mother of two, and a student at Maple Woods Adult Education in Kansas City, MO. As a city girl doing a hard labor job in the country, the boss told her she could not handle the job. She is proud to say that she stayed for over six months.





















From p. 10 of *The Change Agent*, Issue #36

Review What You've Read

What Do People Like and Not Like about Their Work?

Look at the articles on pp. 1-18 and find these writers. In the left "bubble," list something the writer liked and on the right, something s/he didn't like about his or her job. Identify patterns in what people like and don't like. Make a poster featuring people in your class and what they like and dislike about work.

From p. 19
of *The
Change
Agent*, Issue
#36

Creative Extensions

Level	Extension
Beginner ESOL	Make a classroom poster modeled on p. 19. Include pics of students with quotes about good jobs/bad jobs
Beg./Int. ESOL	Practice verb tenses – making negative and past tense (see chart on p. 4 and next slide)
Adv./ABE/GED	Use p. 19 as a graphic organizer to get students started on a writing project. Develop topic sentences; use evidence.
ABE/GED	Translate info. collected in chart p. 19 to make a bar graph. Collect additional data from class and program.
Bridge to College	Go deeper. Collect questions and develop research projects. Look up labor force statistics. Read further in the magazine about how people have remedied “bad job” situations.

Talk about Yourself: Using the Present and the Past Tense

Fill in this verb chart. Practice with other pronouns, like she or he. Write down some rules or patterns that you notice. Write a story about a job experience you had in the past.

Present	Present (negative)	Past	Past (negative)
Regular Verbs			
I work	I do not work	I worked	I did not work
I finish			
I help			
I learn			
I earn			
I hate			
I love			
Irregular Verbs			
I have	I do not have	I had	I did not have
I get			
I feel			
I spend			
I am			
I apply			
I take			

Lesson Plan #3

Thinking on Micro and Macro Levels

- Students will practice reading for understanding.
- Students will have the opportunity to think critically about temporary work and articulate different points of view.
- Students will read a chart and write true statements about the information in the chart.

If You Want It, Go For It

Eugenio Negrón

When I was 18 years old, I wanted a job so that I could be an independent person. I decided to start taking the bus every morning to look for work. I would fill out four to five employment applications every day.

Months went by, and I was not able to find work. From time to time, I would get discouraged and say to myself, "I'm never going to be able to find a job." My mother used to see me sad and would tell me that things were going to be fine and not to give up on my goals.

From Temp Employment...

One day, I was walking down the street in Agawam and I saw a sign for Tempos Employment. It was a temp agency that had temporary jobs available. I said to myself, "A temporary job is better than no job."

I walked in and presented myself in a very respectful manner. When I was filling out the application, I got to a question that asked me about

my job skills. I froze. How should I answer the question? I didn't want to look bad on the application, but the truth was that I'd never

in my life had a job and did not have any working skills. So I decided to speak to the supervisor and let him know that I wanted an opportunity to prove to him that I am a hard worker and that I learn very quickly.

I must have made a good impression because the supervisor asked, "When can you start?" I said, "Right now." He smiled and said, "You start tomorrow."

That evening while we were making dinner my mother looked at me and said, "You look happy." I said, "I got a job. It's temporary, but it's a start." She was so proud of me. I told her I was



From p. 28 of *The Change Agent*, Issue #36



According to the *New York Times* (1-27-13), “temp jobs are beyond the reach of many workplace protections, not only health benefits but also unemployment insurance, anti-discrimination laws, and union organizing rights.”

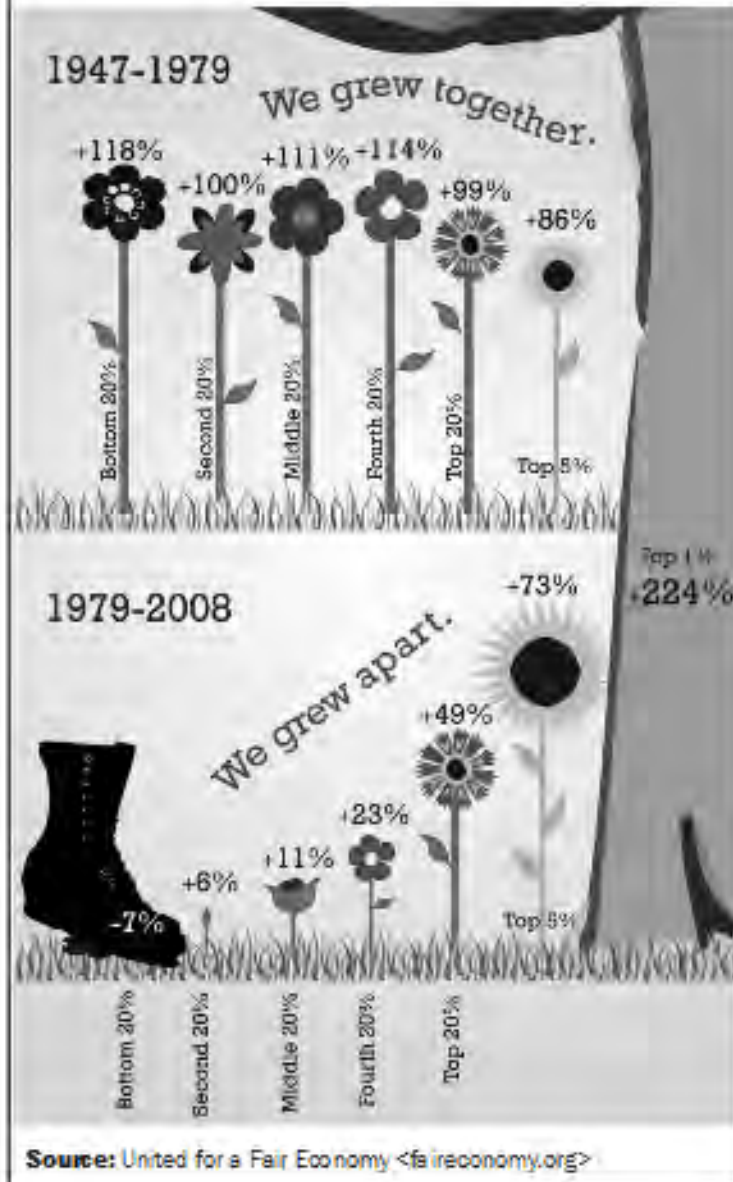
Employer's Perspective

Advantages	Disadvantages

Employee's Perspective

Advantages	Disadvantages

Comparing the Growth of U.S. Family Income



Making Sense of the Story

Study the chart above. Describe what you see. Pay attention to details, including the choice of images. Notice the tree on the right, and consider the phrase “off the charts.”

Write three true statements based on the information in the chart. How would it have been different to join the workforce between 1947 and 1979 as opposed to the last 30 years? How do you think these changes in economic trends happen?

Did Eugenio’s story surprise you? Why or why not? Does it make sense to consider his story in the context of wider economic trends, such as those described in the chart? Explain.

Yet another extension for Eugenio's article could be this:

Have a Criminal Record? You Can Still Find a Pathway to a Career

Lashon Amado

For those labeled as “criminals,” the path to success can seem impossible. Having a criminal record carries a stigma and there are other barriers that make it hard for ex-offenders to pursue the career of their dreams.

How do I know? I’ve been there. Growing up in Brockton, I was a product of my environment. I had adopted the street mentality and became a rebel in society. I have been stabbed, locked up, and sold drugs to survive in the streets. It was a vicious cycle that I realized had to be broken.

I discovered YouthBuild, a national organization that helps young people gain the skills and education they need to leave street life. Through the YouthBuild chapter in Brockton, I got my GED, and shortly after I gained some college credits. I was trying to make a change in my life, but my criminal background was a huge barrier. I was

being turned down left and right by potential employers even after successfully passing the interview process. Once employers found out that I had a criminal record, they essentially slammed the door in my face.

Although the path to a career is more difficult for ex-offenders, it is still possible. I have found that there are three important steps you can take to build your credibility within your community and with employers: Education, Volunteer Services, and Discipline and Honesty.

Education

They can take away your freedom, in most cases temporarily, but they can never take away your education. Education has a huge impact on your



From p. 30 of *The Change Agent*, Issue #36

In this webinar, you will:

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- B. Find new ways to use humor in a multi-level classroom to get students talking about work and practice a “problem-posing” approach regarding workplace issues.
- C. Learn about how to support students to write for a national publication.

Using Humor/Mixing it Up

Charlie Chaplin in “Modern Times”

www.youtube.com/watch?v=DfGs2Y5WJ14



Lucy and Ethel wrapping chocolates

www.popmodal.com/video/592/I-Love-Lucy-Lucy-and-Ethel-Wrapping-Chocolate



Driverless Car Drive-Through Prank

<http://www.youtube.com/watch?v=xVrJ8DxEcbg>



Using Humorous Videos

Level	Idea
Beginner ESOL	Capture screen shots and write captions. Collect challenges of doing customer service as a non-native speaker. Role play some of those situations. Write the scripts. Practice.
Int./Adv. ESOL	Write the narrative, include dialogue and description. Write from various characters' points of view.
Adv./ABE/GED	Identify the problems at the workplace. What is going on? Why? What could different characters do differently? Write different endings.
Bridge to College	Go deeper. Research history of manufacturing jobs. Research other topics, such as Taylorism, speed-up, etc. Read further in the magazine about how people have responded to difficult bosses or impossible work demands.

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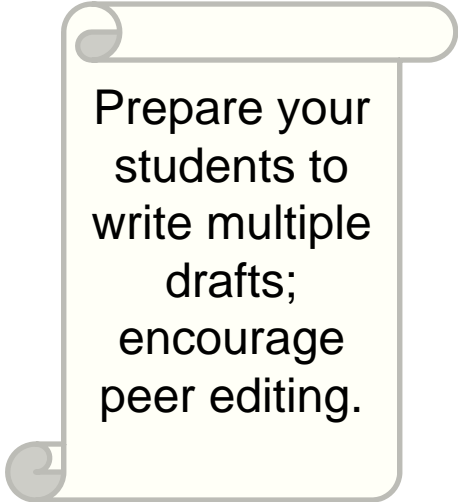
Write for *The Change Agent*

- “Call for Articles” includes engaging and relevant writing prompts.
- Students can write for a national magazine.
- Their story will be read by peers.
- They will experience “the editorial process,” including revisions, etc.
- Next writing deadline is May 3rd, 2013.

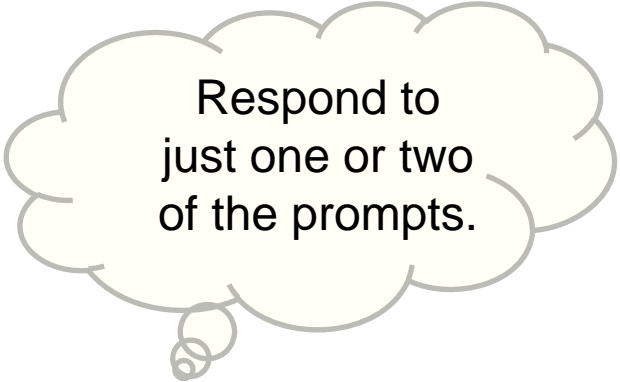
Download Call for Articles: <http://nelrc.org/changeagent/write.htm>

Use the “Call for Articles” in Instruction

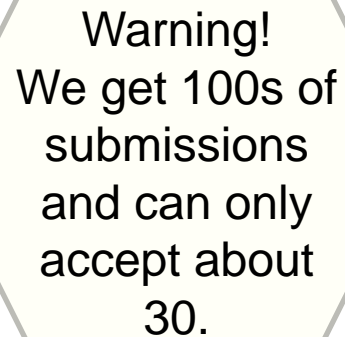
- Show copies of *The Change Agent* to students so they have a feel for the magazine that they’d be writing for.
- Allow them to peruse the magazine. Ask them to share what they notice about it, including:
 - Articles are of different lengths and targeted towards different levels.
 - Articles are written by other adult learners.
 - The content all pertains to a certain theme.
 - The magazine includes learners from the whole country.
 - What else might they notice?
- Before handing out the “Call for Articles,” ask students, “What do you think would be in a magazine that chose as its theme: *Technology*?”




Prepare your
students to
write multiple
drafts;
encourage
peer editing.




Respond to
just one or two
of the prompts.



Warning!
We get 100s of
submissions
and can only
accept about
30.



Students whose
pieces are
accepted
receive a \$50
stipend.



Speak from the
heart! Write
about something
that matters.

Let's talk about editing!

Two main categories:



Line editing, which includes:



Substantive editing, which includes:

Use the chat box to describe these two kinds of editing.

Which do you think the editor is looking for?



The grammatically correct essay?



The essay that speaks from the heart?

Let's look at an example:

The good thing about technology is you can use email. The internet helping you find things. The kids love to play games on the computer. The bad thing is it costs a lot and my kids always use phones and play video games. I feel angry at them.

Corrected for grammar with a title added...

Technology: What is Good and Bad

The good thing about technology is you can use email. The Internet helps you find things. The kids love to play games on the computer. The bad thing is technology is expensive. My kids are always using phones and playing video games. I feel angry at them.

After *just one* revision...

Technology: Connects Us or Separates Us?

The good thing about technology is you can use email. I write to my family in Haiti. I use Skype to talk to my mother. I miss her so much. I am so happy to hear her voice and see her face. The Internet helps you find things you need. My class uses Facebook, and I like being on Facebook. I see what my classmates are doing.

The bad thing about technology is that it is expensive. You have to work a lot to buy all these devices. My kids are always using phones and playing video games. In the morning they are late for school because they can't focus. They never want to do homework. We saved money to get my son a computer for school but his grades went down not up. I think he is on Facebook all the time. Now with the computer I am yelling at my son all the time.

How strange that technology makes me feel closer to my mother who is far away. But it makes me feel far away from my children who are close by!

Getting Students to Write From the Heart



- Create a *safe environment* in the classroom.
- Provide opportunities for students to read texts that *model writing from the heart*.
- Allow for free writing that values the *ideas* over *technique*.
- Support the *peer editing process*. Learn more at:
<http://composition.digitalodu.com/writingconference/conferencehandouts/Gregorypeereditppt.ppt>
- Remind students that *The Change Agent* is looking for stories written from the heart! Explore with them why this might be true. Ask them *what kind of stories they like to read*.
- Go for *depth* over *breadth*.
- Draw from *personal experiences*.

Submitting Articles to *The Change Agent*



Each submission includes all relevant contact information for the student and the teacher.



Please email submissions as attachments.

Use the chat box to share some things that stood out for you in our discussion so far...



To Sum Up...

“Good Jobs, Not Just Any Jobs” is a powerful teaching tool because it:

1. teaches basic skills in the context of *material that matters to adult learners*
2. has a peer-to-peer quality, featuring multi-level writings by adult learners
3. includes classroom-ready materials and audio versions of articles
4. publishes a “Call for Articles” that you can share with your students



Recent Themes

Veterans

THE CHANGE AGENT

Adult Education for Social Justice: News, Issues, and Ideas

COMING HOME FROM WAR

- Advocate for Your Loved One 1
- A Returning Salute 4
- The Day My Husband Came Back 6
- My Nephew is on the Front Lines 7
- The Truth of What Happened in Iraq 8
- My Experience of War in Iraq 10
- Coming Home to More Battles 11
- Coming Home...Leaving Gang Life 12
- A Father Honors His Son... 14
- Veterans Are Everywhere/ Paying for Vets' Care 18
- The Ultimate Sacrifice 20
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- Numerous Nightmares 22
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- Why Did the U.S. Invade Vietnam? 24
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- "Only Then Did I Begin to Think"

Advocate for Your Loved One

Yolanda Galloway

I want to reach out to folks who have a loved one coming home after being injured in war. This is my story. My son was eighteen, right out of high school, when he decided to join the military. He was deployed to Iraq for three of the four years he was in the military.

Every parent of a veteran knows how it feels when we hear on the news of soldiers being injured or killed. Our hearts

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Fashion

THE CHANGE AGENT


Adult Education for Social Justice: News, Issues, and Ideas

FASHION: THE POWER, THE PERIL, AND THE PASSION

FASHION DEFINITION: a prevailing custom, usage, or style • **SYNONYMS:** style, mode, vogue, fad, rage, craze • **ROOT:** from the Latin *facio* (the act of making) and *facere* (to make) • **INTERESTING NOTE:** fashion has the same root as the English word "faction," which means "people acting together in a group." • **IN THE CARTOON ABOVE,** does the girl want to stand out as an individual or blend in as part of the group? • **READ MORE** about how **OUR CLOTHES** make us feel! • **BATHING SUITS** through the ages • **EXTREME BODY ART** • making **FASHION SMALL TALK** in the ESOL classroom • one writer's **RULES FOR SHOPPING** • fashion and **FEMALE BODY IMAGE** • dressing for **SUCCESS** • clothing and **STEREOTYPES** • whether **SCHOOLS AND GOVERNMENTS** should tell you what to wear • the **HIDDEN COST** of cheap clothes • **HAVE FUN** with fashion without breaking the budget • **WHO MAKES OUR CLOTHES** and where • **MEET THE WORKERS** who make these famous suits • the **PROBLEM WITH FUR** • how **PARENTS AND KIDS** work it out • and finally a chance to **BE A FASHION WRITER** yourself!

Issue 31 www.netrc.org/changeagent September 2010

Everyday Toxics




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Adult Education for
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Issues, and Ideas

Fighting Contamination in a Chicago Neighborhood

Elvía García



Playing in Contamination

When my children were little, they played in the alley behind our house. The alley was wet and moldy. When it rained, the dirty moldy water came into the garage and yard. Sometimes it came into the basement. The kids were playing in god-knows-what contamination.

The children got rashes. The rashes were so bad. Sometimes the children looked like they had cigarette burns on their legs. Other parents had the same problem with their children. But there was no where else to play. All the parents took their kids to the doctor. But the doctor didn't know where the rashes came from. We didn't know what to do, so we didn't do anything.

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STAYING SAFE IN A TOXIC WORLD

STORIES FROM THE HOME look at baby bottles, lead poisoning, hand soap, and "real cool stuff": pp. 3-7; **CIGARETTES** are toxic and addictive: pp. 8-9; **STORIES OF PEOPLE MAKING CHANGE**: pp. 27, 28, 30, 32-33, 37; **ORDINARY PEOPLE FIGHT AND WIN!**: pp. 12-13, 16-18, 19, 48-49; **MATH PRACTICE** (fractions, percents, and ratios): pp. 9, 14, 15, 16, 26, 32-33, 34, 45, 49, 52; **PICTURING A PART PER MILLION** (and very small units for measuring contaminants): pp. 4-5, 28; **IDLING ENGINES** and diesel pollution: pp. 22-23; **APPLES, ORANGES, AND STRAWBERRIES**: pp. 15, 32, 34; **RECIPES**: pp. 7, 27, 39; **TAKING ACTION** at work: pp. 36-37, 48, 53; **QUIZ**: p. 39; **COAL MINING**: pp. 40, 41; **ALL ABOUT TRASH**—from chicken litter to packaging to the Gulf oil spill clean-up: pp. 42-53; **GARBAGE STINKS** (landfills to zero waste told in pictures): pp. 46-47; **SMART MOVES** for doing math: p. 35; **GLOSSARY**: p. 54; **SURVEY**: Tell us what you think of this issue: p. 55.

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Remembering 9-11




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Spared on 9/11, A Restaurant Worker Fights for Justice

Fekkah Mamdough and Rinku Sen



At 8 a.m. on September 11, 2001, 40-year-old Fekkah Mamdough was asleep. He had worked the night before at Windows on the World, the luxury restaurant on the 107th floor of the World Trade Center's North Tower.

Mamdough's sister called. "Listen, brother, there was a plane that just crashed through the Twin Towers." Mamdough and his wife, Fatima, turned on the TV. They were shocked by what they saw.

Without eating, Mamdough left their house. He went to the offices of his union, Local 100 of the Hotel Employees and Restaurant Employees (HERE). He and other union members began searching for the restaurant staff that had been working that morning. They visited all the hospitals, but they did not find any restaurant workers. Mamdough headed to the morgue on First Avenue and 30th Street, and he stayed there until 3 a.m.


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PEACEFUL TOMORROWS

Spared on 9/11, pp. 1 and 22-23; My Brother "Chelo," p. 3; Background on 9/11, pp. 4-6; Ripple effects of 9/11, pp. 12-13, 16, 17, 28; Ordinary Heroes, pp. 8-9, 18, 19, 20-21, 24-25; A 9/11 family member travels to Afghanistan, pp. 14-15; Memorials, pp. 26, 27; Paying Tribute through Service, p. 29; "We and They" (a poem), p. 30; Fear, p. 31; Forgiveness, pp. 32-33; U.S. government responses, p. 7, 34, 50, 51; Seeking justice via the rule of law, pp. 35-37; 48-49; Post-9/11 anti-Muslim discrimination, pp. 10, 11, 38-39; Rejecting retaliation, pp. 40-43; USA Patriot Act, pp. 44-45; Detained and Tortured, pp. 46-47; What Is Terrorism? pp. 52-53; Resources for Action and Reflection, p. 54.

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Multi-Generational Classroom



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WHAT'S AGE GOT TO DO WITH IT?

Younger and older students tell their stories: pp. 1-7

Exploring the generations: pp. 8-9

Older students get their GED: pp. 10-11

A young person helps interpret Shakespeare: pp. 12-13

Students challenge, inspire, respect, and accept themselves and others: pp. 14-18

Recognizing LGBTQ students: pp. 20-23

High school drop-outs speak out: pp. 24-29

The Bigger Picture: pp. 30-31

School to Prison Pipeline: pp. 32-34

Stories from the States

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Massachusetts: pp. 46-47

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A 37-year old freshman: pp. 38-39


College for the Right Reasons: pp. 40-42

Education, work, and paying for school: pp. 43-45

Technology and the brain: pp. 50-51

Reaching educational goals: pp. 52-53

Resources: pp. 54-55



Young Students Inspire Me!

Guenda Ferrier

When I was young, I lived in my country, Haiti. In Haiti, I used to be in class with kids my own age. When I came to America, I started in a multi-generational adult education program. I used to feel embarrassed to be with classmates the same age as my daughters. I felt like I was too old to be with them. As time passed, I realized that I was wrong because it's never too late to continue your education.

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Resilience



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TALES OF RESILIENCE

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Learning to Read at Age 59: 52-53

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Taywana "Mother Earth" James. Read her full story on p. 22.

// I didn't have the opportunity to read a book, so I had to read the environment. No one watched me, so I had to watch everything else. I didn't have the tools I needed to make a life for myself, but that motivated me to find the tools. //

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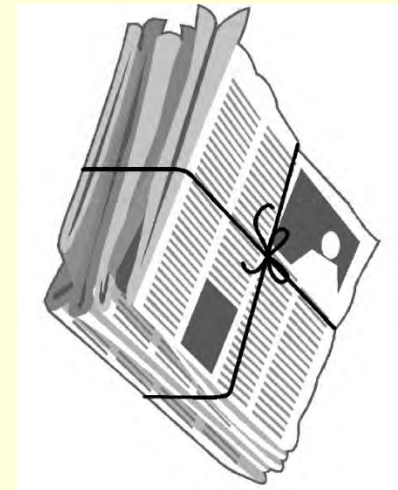
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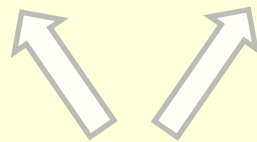
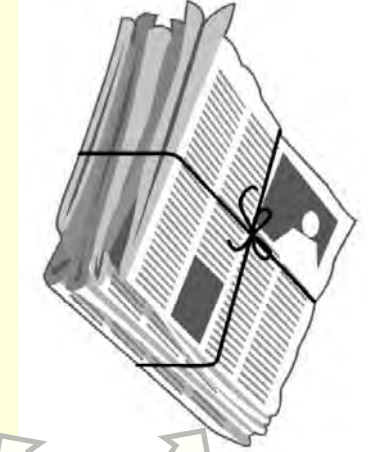
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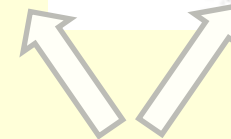
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Other Comments & Questions

Finally...

A recording of this webinar will be available at www.nelrc.org/changeagent.

Please feel free to contact Cynthia Peters cpeters@worlded.org with any questions or comments.

Thank you for participating!



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