

USING *THE CHANGE AGENT* TO TEACH IN THE REMOTE/HYBRID CLASSROOM

August 11, 2021 (1:15-2:15)

Cynthia Peters (cpeters@worlded.org)



Agenda

- Welcome/Introductions – 5 mins
- What's new at *The Change Agent*? – 10 mins
- **Field Trip** together, visit Pandemic Haircut Google slides – 5 mins.
- **Short Tour** – 5 mins
- **Field Trip to Google Slides** – on your own – 10 mins
- Content from the “Talking about Race” issue – 10 mins
- **Field Trip to Audio Index** + report back – 10 mins
- Wrap up/Questions/Comments – 5 mins

Recent issues of *The Change Agent*

Issue 42 changeagent.neirc.org

THE CHANGE AGENT

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

TALKING ABOUT RACE

- You Want Me to Do What? 3
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ENGAGING, EMPOWERING, AND READY-TO-USE
Student-generated, relevant content. Designed to teach basic skills & transform & inspire adult learners.

A MAGAZINE & WEBSITE

Issue 41 changeagent.neirc.org

THE CHANGE AGENT

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

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Celebrating Freedom

Inez Sadler

On June 19 ("Juneteenth"), 1865, Union Texas, and issued General Order Number 1, all slaves are free. This involves rights of property between former masters existing between them becomes that be

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THE CHANGE AGENT

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THE CHANGE AGENT

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



Courtesy of <https://www.monbefore.org/health-justice-voices-of-a-healthy-community-thru-art>

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New Format for upcoming issues of *The Change Agent* – now publishing three times per year!

August 15, 2021:
Doing Our Jobs and Caring for Our Children

November 15, 2021:
Advocating for Our Communities and Safety on the Job

February 15, 2022:
Re-Training Ourselves, Re-Making Our Work

Issue 53 changeagent.netrc.org August 2021

THE CHANGE AGENT
 Adult Education for Social Justice: News, Issues, and Ideas

Doing Our Jobs and Caring for Our Children

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Issue 53 changeagent.netrc.org November 2021

THE CHANGE AGENT
 Adult Education for Social Justice: News, Issues, and Ideas

Advocating for Our Communities and Safety on the Job

Part 1: Supporting Our Communities pp. 25-32

Part 2: Advocating for Our Safety pp. 45-55

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Issue 53 changeagent.netrc.org February 2022

THE CHANGE AGENT
 Adult Education for Social Justice: News, Issues, and Ideas

Re-Training Ourselves, Re-Making Our Work

Re-Training Ourselves, Re-Making Our Work, pp. 33-44

Plus: focus on writing!

AN ENGAGING, EMPOWERING, AND READY-TO-USE MAGAZINE & WEBSITE
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What does *The Change Agent* do?

- Offers diverse themes that are relevant to adult learners (and written by adult learners)
- Provides students with the opportunity to write for an authentic audience of peers. A new Call for Articles will be published in February 2022.
- Includes pre- and post-activities that help teach writing
- Provides ***models of writing*** that students can study and replicate – and be inspired by!
- Is remote-friendly – available in PDF, audio, and Google slides
- Provides a forum for community engagement!

Pandemic Haircut

Shuk Chun Yiu

BEFORE YOU READ: How have you been getting your hair cut during the pandemic?

This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels

It helps if you can find ways to laugh and be joyful.

like we are in a war. This war involves everyone in our earth village. *No matter* how bad the circumstances are, we have

to keep ourselves strong and healthy to run this marathon. It helps if you can find ways to laugh and be joyful.

For me, this opportunity came when my husband invited me to trim his hair. He had not had a trim for almost one month. I am the only one who could do it for him during the pandemic. I had never done it before. We made a joke that if I did an ugly cut it was no problem because no one would see him! We had a great time laughing together!

I imagined myself as a hairstylist. This was one of my dream jobs when I was young. For good preparation, I searched how to trim hair on YouTube. I learned some skills, like how to cut hair close to the ear and around the neck. We prepared the haircut scissors and haircut apron.

He sat on a short stool inside the bathtub and covered himself with the apron. I followed his original hairstyle and trimmed it. He obeyed my request to turn his head to the left and right. I gave him a mirror to check the look, same as in a salon. The result was good. Both sides were even and the top was flat. I like it. He likes it, too! We did a great job, and we were joyful. The main thing was we had fun in this uncertain time.

Shuk Chun Yiu is a student at RI Family Literacy Initiative's Transitions to College class at the Pawtucket Public Library in Pawtucket, RI. She is from Hong Kong, and she now lives in Rhode Island with her husband, who moved there for work.



AFTER YOU READ:

1. Notice how the author uses “no matter” in the first paragraph. Compare it to how Alicia Keys uses the word “matter” in her lyrics (p. 18). What other ways do we use “matter” in English? Write several sentences using “matter” or “no matter.”
2. What is the main idea of this essay?

Pandemic Skills



What have you had to learn during the pandemic? How did you teach yourself? Share your skill with the class by using presentation software, such as Powerpoint or Google slides. Take pictures to go with your slides. Teach your classmates the skill you learned. Photos of Shuk Chun Yiu's haircutting tools (left) and of her husband's new haircut (right).



PDF

p. 19, Level 4

Issue 54 | changeagent.net/arc | September 2020

THE CHANGE AGENT

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

PANDEMIC

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- Understanding Covid-19: A Guide for People with Hearing Loss 4
- The Pandemic Struggle 6
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ENGAGING, EMPOWERING, AND READY-TO-USE

Student-generated content centers on race and social justice issues in contemporary America. Designed to teach basic skills, A Translators & Interpreters series focuses on language.

A MAGAZINE & WEBSITE: CHANGEAGENT.NEHC.ORG

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Leave a Reply

Logged in as cpeters. [Log out?](#)

Comment

Post Comment

Online text with option to “Leave a Reply”



Pandemic Haircut

Shuk Chun Yiu

▶ This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels like we are in a war. This war involves everyone in our earth village.

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<https://changeagent.nelrc.org/issues/issue-51-september-2020-pandemic/audio-pandemic-haircut/>



Audio

<https://changeagent.netrc.org/in-the-classroom/lesson-packets/#packet25>

The screenshot shows a Google Slides presentation titled "Pandemic Haircut" with a yellow star icon in the top right corner. The menu bar includes "File", "Edit", "View", and "Help". Below the menu, there are icons for printing, zooming, and a mouse cursor, along with a yellow "View only" button. The presentation content is as follows:

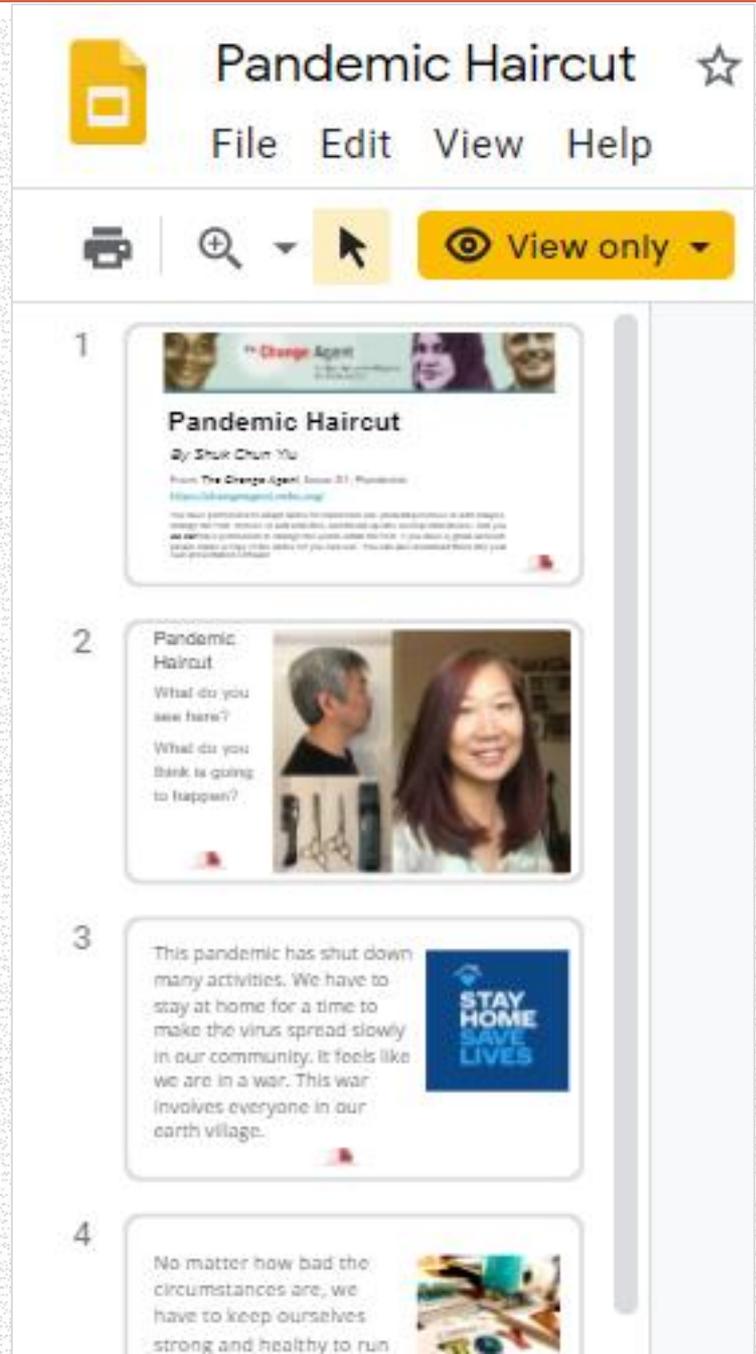
- Slide 1:** Features a banner with three people's faces and the text "Pandemic Haircut" by Shuk Chun Yu. It includes a link to "The Change Agent" website and a small paragraph of text.
- Slide 2:** Titled "Pandemic Haircut", it asks "What do you see here?" and "What do you think is going to happen?". It includes an image of a man and a woman, and a small image of hairdressing tools.
- Slide 3:** Contains the text: "This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels like we are in a war. This war involves everyone in our earth village." It also features a blue "STAY HOME SAVE LIVES" sign.
- Slide 4:** Starts with the text: "No matter how bad the circumstances are, we have to keep ourselves strong and healthy to run this marathon. It helps if you can find ways to laugh". It includes an image of hands painting a globe.

Google slides

Field Trip

Together, we'll visit the "Pandemic Haircut" Google slides:

<https://changeagent.nelrc.org/in-the-classroom/lesson-packets/#packet25>



The screenshot shows a Google Slides interface. At the top, there is a yellow document icon, the title "Pandemic Haircut", and a star icon. Below the title is a menu with "File", "Edit", "View", and "Help". A toolbar contains a printer icon, a search icon, a cursor icon, and a yellow button labeled "View only" with a dropdown arrow. The slide content is numbered 1 through 4. Slide 1 is the title slide, slide 2 contains text and images, slide 3 contains text and a "STAY HOME SAVE LIVES" sign, and slide 4 contains text and an image of a table with supplies.

Pandemic Haircut ☆

File Edit View Help

Print Search View only

- 

Pandemic Haircut
By Shuk Chun Yu
From The Change Agent Issue 31, Pandemic
<https://changeagent.nelrc.org/>
- Pandemic Haircut

What do you see here?

What do you think is going to happen?


- This pandemic has shut down many activities. We have to stay at home for a time to make the virus spread slowly in our community. It feels like we are in a war. This war involves everyone in our earth village.


- No matter how bad the circumstances are, we have to keep ourselves strong and healthy to run





To Access *The Change Agent*:

Go to:

<https://changeagent.nelrc.org/nelrc-member-states/>

Questions? Contact me at cpeters@worlded.org

Short tour. Key links:

- Home page: <https://changeagent.nelrc.org/>
- Current and all back issues: <https://changeagent.nelrc.org/issues/>
- In the classroom: <https://changeagent.nelrc.org/in-the-classroom/>
 - ❑ Beginner packets: <https://changeagent.nelrc.org/for-beginners/>
 - ❑ Lesson packets (including google slide versions) <https://changeagent.nelrc.org/in-the-classroom/lesson-packets/>
 - ❑ Global index, sortable by LEVEL: <https://changeagent.nelrc.org/in-the-classroom/reading-levels/>
 - ❑ Call for Articles: <https://changeagent.nelrc.org/write-for-us/>

Field Trip

1. Visit Lesson Packet #24 “Voter Suppression vs. Fraud”
<https://changeagent.nelrc.org/in-the-classroom/lesson-packets>
2. Visit Lesson Packet #26 “Teach about Race”
<https://changeagent.nelrc.org/in-the-classroom/lesson-packets>
 - a) Black Lives Matter — high intermediate ESOL
 - b) Talking to the Police — high intermediate ESOL
 - c) Introduction to Racism in the U.S. — high intermediate ESOL
 - d) Equality vs. Equity — can be adapted for various levels
3. Visit the Google slides in the “Mental Health” issue
<https://changeagent.nelrc.org/>

We Were on Our Honeymoon But No One Believed We Were Paying Customers

Roxana Martinez

In June of 2012, my husband and I, who are from El Salvador, went to Miami for our honeymoon. We spent two weeks in a hotel there. Sadly, the hotel staff did not treat us fairly.

On several occasions the security guards questioned us about our stay at the hotel. Several times, they asked to see our identification and asked us about our room number. They acted as if we could not possibly be paying customers. When we sat in the dining room, the waiter served everyone except us. He totally ignored us. We were both upset because he was discriminating against us.

We were sad that the hotel staff discriminated against us on our honeymoon. It is an example of racism. We were treated differently because of our race. In my opinion, racism in the United States continues to be a big problem.



Level 6

Roxana Martinez is an ESOL student in Fayetteville, AR.

Standards-aligned activity: look for evidence

Evaluate the Text

What argument is Roxana making? _____

What details does she provide to back it up? List three details here:

1. _____

2. _____

3. _____

Do you think she makes her case well? If yes, why? If no, how could she make it stronger?

Use the audio articles to teach reading

3 WAYS TO LISTEN

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

We Were on Our Honeymoon But No One Believed We Were Paying Customers

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Advantages of listening to audio

- Comprehension (due to hearing expression),
- Pronunciation (opportunity to copy pronunciation),
- reading fluency (opportunity to mimic inflection),
- digital literacy from navigating around
- Punctuation – the “sound” of a commas, periods, etc.
- Leveled articles gives students a chance to notice when they have mastered a certain level, and note advancement

Field Trip

1. Visit the sortable table of contents with audio

<https://changeagent.nelrc.org/in-the-classroom/reading-levels/>

Audio Index with Article Reading Levels

Starting with Issue #31, the articles in the *The Change Agent* have been analyzed for reading level using the “Text Readability Consensus Calculator,” a tool that processes a text through multiple formulas for a more comprehensive measure of readability. This table allows you to sort by article title, page number, level, and issue number. For example, click on the column header “LEVEL,” and find all the articles grouped by level.

Articles Published Since Issue #31

TITLE	PAGE	LEVEL	ISSUE
What Do Women Want?	3	6	31
 What my Clothing Makes Me Feel	4	3	31
Having a Positive Attitude	5	6	31
Our Swim Suits, Ourselves	6	2	31
Cool and Comfortable? Or Covered Up?	7	6	31
Body Art = Beauty?	8	5	31
Clothes Are Like Birds	9	6	31
Piercings and Tattoos	10	9	31
To Give Away or Not	12	6	31
Media and Female Body Image	15	11	31
Dressing for Success	16	8	31

Writer from Shoreline Adult Ed. in Branford, CT (in upcoming issue being published next week)

Stay-at-Home Mom

Fei Qiu

BEFORE YOU READ: Have you heard of the job title, “stay-at-home mom.” List some of the responsibilities for someone with this job.

Arriving in This Country Was Hard... and Then It Got Harder!

I remember arriving in the U.S. at the end of 2019. It was a cold night. Every family was preparing to celebrate the New Year, and we had come to the unknown world. At that time, my daughter was two-and-a-half years old, and my son was six months old. We did not have any relatives or friends in the U.S., and we couldn't speak much English. In those early days of 2020, it was hard for us to adjust to being in a new country. We had no idea how much harder it was about to get.

When I was in Japan, I had a full-time job. My daughter went to daycare starting at six months old. She spent almost the whole day there until 6 pm. Every year, my mother came from China for a few months to help me with the children.

In the U.S., my life is very different. Every day after my husband goes to work, my main task is to take care of the children and do housework.

I did not adapt well to being a housewife. Facing the endless washing, cooking, cleaning, and crying children, I was exhausted.

During the first two months of 2020, I could still take my children to nearby supermarkets or parks. I did not have a U.S. driver's license, so I took the children out in the stroller. Even though it was winter, being outside in the fresh air was the happiest time for us.

Crafts, Cookies, and Dumplings

As Covid-19 infections increased, and people here did not have the habit of wearing masks, we spent less time outside. My daughter did not know why she could not play outside. Sometimes, she cried and had a rebellious attitude with me. To distract



her, we made crafts, cookies, and dumplings together. This made the time go by faster. I was always carrying my son on my back and playing with my daughter while he was sleeping. Over time, I began to feel pain in my lower back.

Fear and Anxiety

The days went by, and we watched the increasing number of infections and deaths in the news. We also saw more and more discrimination against Asians. I spent every day in fear and anxiety. I

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wanted to return to Japan or China, but it wasn't safe to travel. My mother was very worried about my mental condition. Although there is a 12-hour time difference, she still insisted on video-calling me every day. She would “watch” my children on video while I cooked or did housework. At that time, we used WeChat. To add to our anxiety, the U.S. government was planning to ban WeChat. This threat cast a shadow on our lives. If WeChat was banned, how would I contact my family?

A Break from the Isolation

By May 2020, the weather was getting warmer, so the children could play a little on the patio. I planted some mini tomatoes and cucumbers to please them. It was my first time gardening. At the same time, my Japanese neighbor introduced me to a program that provided online story time. The teachers were very gentle and kind. Although my children could not speak English, the teachers always prepared several interesting stories and songs to teach them. When my daughter showed her paintings or crafts to them, they gave her great encouragement and praise. This activity brought hope into our daily life and gave us a chance to communicate with others. It greatly relieved my fatigue and depression of parenting alone.

When my daughter started attending in-

person pre-school, I registered for adult education English classes.

My daughter sensibly said that since neither of us could speak English, we should study together. My English classes are fantastic. My teachers and classmates are patient and friendly. Every day feels meaningful now.



A Great and Respected Occupation

I learned something very important in my first English class. When people introduced themselves, they said their profession. When it was my turn, I didn't know what to say. The teacher told me that in English I am a “stay-at-home mom,” which is a great and respected occupation. Her words moved me deeply.

Life is a journey of practice for me. The road can be difficult, but I try to learn everything on the path. To be honest, when I had a full-time job, I thought that being a stay-at-home mom was not hard work. However, when I became a stay-at-home mom, I learned it is very hard work. Sometimes, I need time to breathe. I wish I could go to the cinema, read a novel, or just talk with friends.

After coming to the United States, I have experienced many firsts in my life, and I have gradually adapted to my new job as a stay-at-home mom. Looking at my healthy and happy children, I think I am doing well in my new job.

AFTER YOU READ: Who and what was helpful to Fei Qiu during this challenging time?

Fei Qiu's home country is China. She moved to Japan to attend university, and she worked for a Japanese power company for six years after graduating. She came to the U.S. at the end of 2019 due to her husband's job transfer. Now she is a stay-at-home mother and a student at Shoreline Adult Education in Branford, CT.



Next Call for Articles: February 2022



THE CHANGE AGENT

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

CALL FOR ARTICLES: Work during the Pandemic Issue #53

YOU MUST include in *all* articles and emails the contact information for the student and/or the teacher.

THEME: Many adult learners work in frontline jobs or are training for jobs that may be different given the pandemic. For our next issue, we are seeking stories by adult learners that address the following questions:

- If you are working, how has your job changed as a result of the pandemic? How has that affected you?
- If you are not working, how are you getting along? What is it like looking for work during the pandemic? Have you done an interview by zoom? Or used different tools for searching for work and applying?
- Is your work experiencing permanent changes due to the pandemic? If so, describe them. (For example, are more tasks done by machines or done remotely?)
- What does your workplace do to keep workers safe? Did you have to fight for those safety measures? If so, how did you do that?
- If your job includes serving customers, what have been the challenges when it comes to Covid safety? How do you handle customers who don't comply with safety standards? Does your workplace support you in these situations? Tell a story from your experience.
- If you are an essential worker, have you received extra pay or supports during the pandemic? Was there a struggle to win these benefits? Please explain.
- Has the pandemic taught us any lessons about what workplace benefits could make a big difference when it comes to managing a public health emergency, such as Covid-19? If so, describe them.
- Some essential workers have gone on strike during the pandemic (e.g., Hunt's Point workers in New York, Amazon workers in Alabama, grocery store workers across the nation). Research a strike by essential workers and say what you think about it. Or describe your own experience on strike.
- Studies show that women are overrepresented among healthcare workers, and people of color are overrepresented among essential workers. Research this dynamic and describe what the pandemic has exposed about race and gender divisions in our workforce. Integrate your own personal story if you can.
- The pandemic has disrupted so much about how we work. In a way, it has created an opening to envision new ways of working. Unleash your imagination: what could look like?

DEADLINE AND GUIDELINES FOR SUBMISSIONS: May 3, 2021. **Make sure to include contact information.** Send to: cpeters@worlded.org. Instead of long and general essays, we would like to see stories that are specific and detailed. Suggested length is 200-800 words. Please include contact information for the student and/or the teacher in all correspondence. Final decisions are made by *The Change Agent* editorial board. A \$50 gift card will be sent to each adult education student whose work is accepted for publication.

PLEASE SEND MATERIAL BY EMAIL to cpeters@worlded.org. Cynthia Peters, Editor, World Education, 44 Farnsworth St., Boston, MA 02210 Phone: 617-482-9485 fax: 617-482-0617

The mission of *The Change Agent* is to provide news, issues, ideas, and other teaching resources that inspire and enable adult educators and learners to make civic participation and social justice concerns part of their teaching and learning.

<http://changeagent.nelrc.org/>

<https://changeagent.nelrc.org/write-for-us/>

Writing Standards summed up in four clusters

1. Write *arguments, informational/explanatory* texts, and *narratives*. Stress complexity, reasoning, evidence, and details.
2. Be clear (grammatical) and organized. Know your audience. Speak clearly to them. Plan; revise. Use technology and the Internet to produce and publish writing and to collaborate and interact.
3. Research. Use various print and digital sources. Assess credibility of those sources.
DO NOT plagiarize. (*Note about Google translate.*)
4. Write routinely over extended time frames and shorter time frames for range of tasks, purposes, and audiences.

Strategies to get started writing:

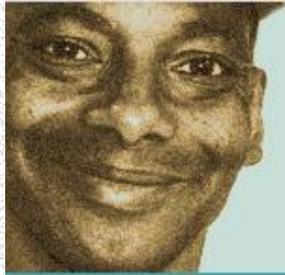
Respond to a text: Read and respond to a piece of writing. Notice both the substance of the piece and the writing technique. What works? What doesn't?

Informal conversation: Talk it over first – to get your ideas out. Ask someone to help you by taking notes as you talk.

Interview: Work with a partner and interview each other. When you are listening, don't add your own opinions. Try to reflect back what you hear and ask for more.

Some key things to remember about *The Change Agent*

- The magazine is 90% student writing
- A new “Call for Articles” will be published in February (deadline early May). Writers receive a \$50 gift card.
- Our new publishing schedule: August 15, November 15, and February 15.
- On our website, you can find online audio, lesson packets, beginner packets, grids that show how content is aligned to standards, free webinars for how to teach using each issue, and more.
- If you want a short refresher, watch the 2-minute video tour we have on our top page.



the **Change** Agent

*An Adult Education Magazine
for Social Justice*



Reminder!

If you are in a state-funded program, go to <https://changeagent.nelrc.org/nelrc-member-states/>. Please share this link with other teachers in state-funded programs.

Contact me at cpeters@worlded.org