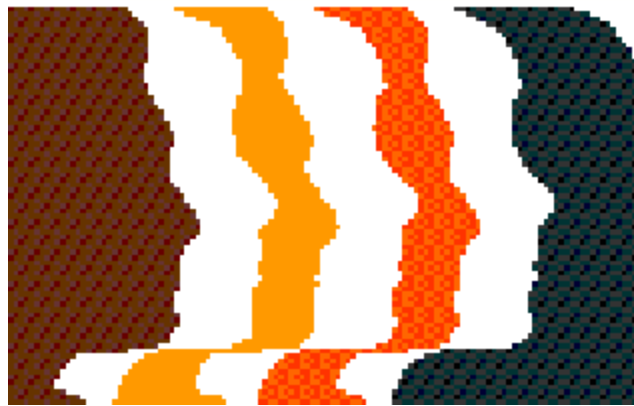


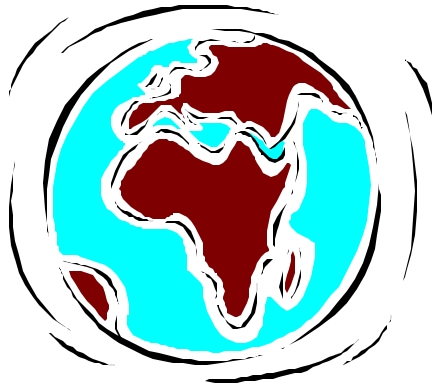
AMERICAN CULTURE

Faces of the U.S.



Level:	High Intermediate ESL
Materials Needed:	World Map
Technology Needed:	None

The World



Directions: Look at a world map. Can you find the places below? Put a check after each one when you find it.

Asia _____

England _____

Europe _____

Mexico _____

Canada _____

Central America _____

South America _____

Directions: What do you know about each of the following continents? Write one thing you know. Ask someone else who might know something you don't.

Asia: _____

England: _____

Europe : _____

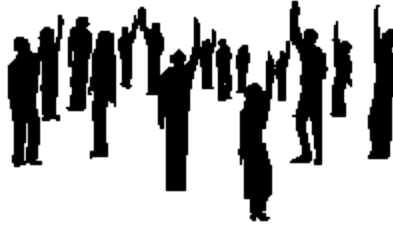
Mexico: _____

Canada: _____

Central America: _____

South America: _____

A Nation of Immigrants



Directions: Read about American immigration.

The first people who came here were from Asia. They came because they needed food. They came approximately 20,000 years ago. When Christopher Columbus arrived in America in 1492, there were about 700,000 of them who lived in what we now call the United States. Today they're called Native Americans.

When people came here from England in 1607, there were 104 of them. Many people came from England after 1607. English became the language of the United States.

Between 1820 and 1987, almost 53 million people came to the United States. About 37 million people came from Europe, about 6 million came from Asia, and about 11 million from Canada, Mexico, Central America and South America. Why did they come? Religion, politics and work were the main reasons.

Today, about 271 million people live in the United States. Only 6% of them (about 16 million) are immigrants. Although more and more people are born in the United States, everyone can say, "My ancestors are from another country."

Directions: Circle the correct answer.

1. Where did the first people in America come from?
 - a. Spain
 - b. England
 - c. Asia
 - d. Mexico

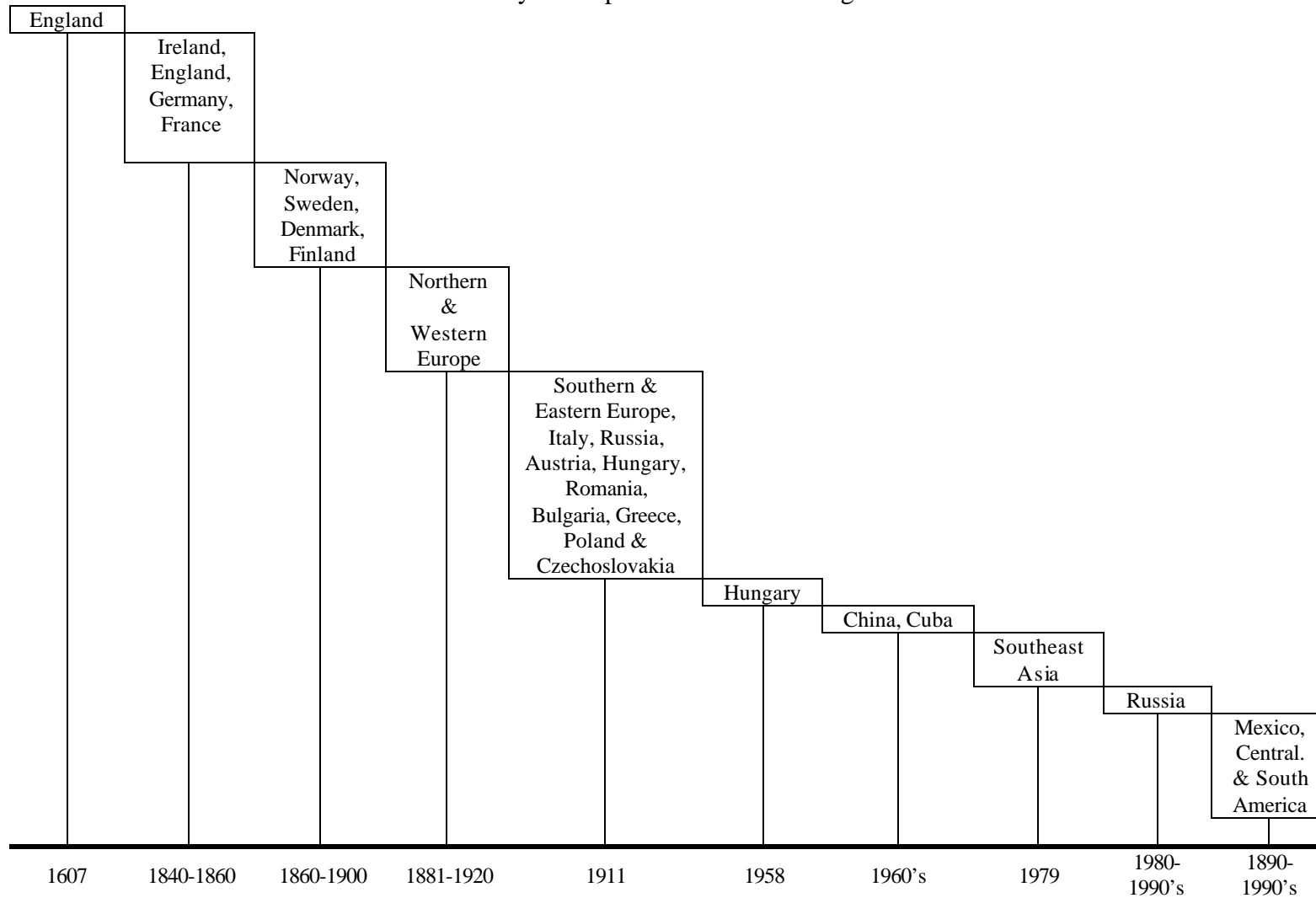
2. When did the first people come from England?
 - a. 1492
 - b. 1537
 - c. 1607
 - d. 1620

3. Between 1820 and 1987, why did people come to the United States?
 - a. religion
 - b. politics
 - c. work
 - d. a, b, and c

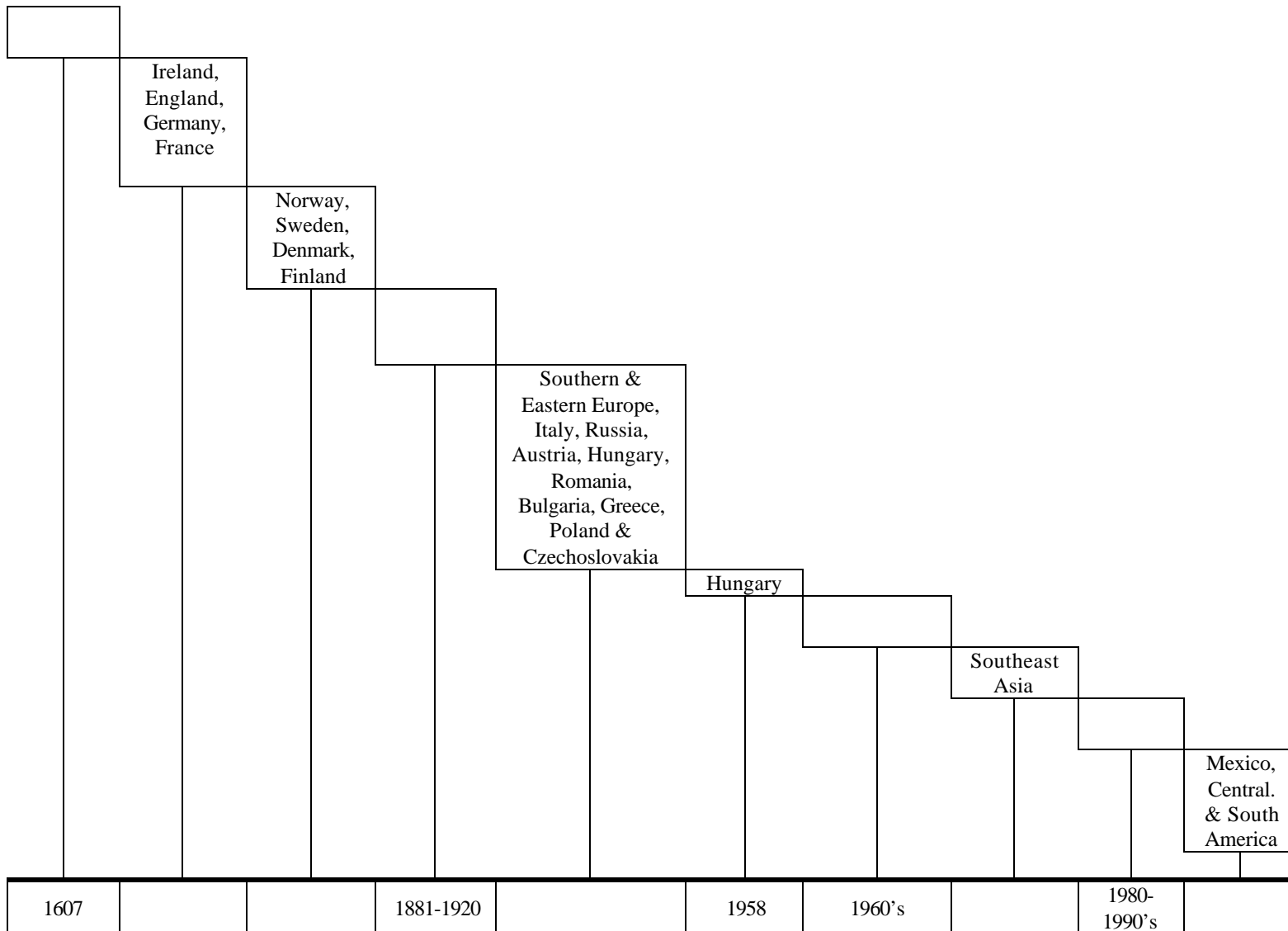
4. How many people live in the United States today?
 - a. 271 million
 - b. 2 billion
 - c. 53 million
 - d. 11 billion

Immigration in the United States

Directions: Study the map and the dates of immigration from different countries.



Directions: Fill in the missing countries and dates. Check your answers with page 4.



Contributions of Immigrants

Now the United States is becoming a country of people who are born here. Only 6% of the population is immigrants. But immigrants made America. What do you think immigrants brought to this country?

Directions: Match each idea with the correct country. Take your best guess!

Work

- | | |
|--|-----------------------------|
| 1. _____ Germany, Scandinavia & Poland | a. log cabins |
| 2. _____ Scandinavia & Canada | b. horses, cattle, sheep |
| 3. _____ Sweden | c. wine |
| 4. _____ Switzerland | d. wilderness to farmland |
| 5. _____ England | e. 1 st railroad |
| 6. _____ Greece, Italy, Portugal & Spain | f. clock-making |
| 7. _____ China & Ireland | g. lumber |
| 8. _____ Italy | h. citrus fruit and grapes |

Customs

- | | |
|------------------|-------------------------------|
| 1. _____ Germany | a. elegant cooking |
| 2. _____ Holland | b. bowling and golf |
| 3. _____ France | c. sculpture and architecture |
| 4. _____ Italy | d. labor unions |
| 5. _____ Ireland | e. Christmas tree |

Food

- | | |
|----------------------|---------------|
| 1. _____ Holland | a. chow mein |
| 2. _____ Germany | b. spaghetti |
| 3. _____ Italy | c. donuts |
| 4. _____ Switzerland | d. yogurt |
| 5. _____ China | e. curry |
| 6. _____ Mexico | f. cheese |
| 7. _____ India | g. hamburgers |
| 8. _____ Middle East | h. tacos |

CITIZENSHIP

Faces of the U.S.



CHECKLIST: Check ✓ each worksheet when you finish.

___ The World (page 2)

___ A Nation of Immigrants (page 3)

___ Immigration in the United States (page 4)

___ Contributions of Immigrants (page 6)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Faces of the U.S.

A Nation of Immigrants (page 3)

1. c
2. c
3. d
4. a

Contributions of Immigrants (page 6)

1. d
2. g
3. a
4. f
5. b
6. h
7. e
8. c

1. e
2. b
3. a
4. c
5. d

1. c
2. g
3. b
4. f
5. a
6. h
7. e
8. d

AMERICAN CULTURE

U.S. Icons



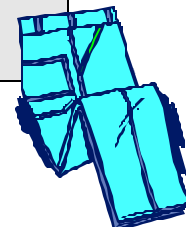
Level:	High Intermediate ESL
Materials Needed:	None
Technology Needed:	None

American Icons



In this lesson, you will learn about American culture from the products that were created for it by citizens. You can learn a lot about a culture from its food, clothing, machines, economy, and more.

First, you need some vocabulary to help you read easily and to help you understand more.



Directions: Use a dictionary to look up the words below. Read the sample sentence and then write one of your own.

Vocabulary Word	Definition	Sentence
1. icon - n.	a picture/person that represents an idea	a. Tiger Woods is a positive <u>icon</u> for young people. b. _____ _____
2. product - n.		a. This <u>product</u> is on sale. b. _____ _____
3. inventive - adj.		a. An <u>inventive</u> person can make a new product. b. _____ _____
4. character - n.		a. The U.S. <u>character</u> is inventive and energetic. b. _____ _____
5. lifestyle - n.		a. Most Americans live a busy <u>lifestyle</u> . b. _____ _____
6. original - adj.		a. Levi's jeans are an <u>original</u> kind of pants. b. _____ _____

Original American Products



Directions: Think about American life in the U.S. and often in other countries the newspaper to help you.

List popular products that you see around the world. Use ads from

<p>List three popular soda drinks. <i>Ex. 7 Up</i></p> <ol style="list-style-type: none">1.2.3.	<p>List three popular kinds of casual clothes. <i>Ex. T-shirt</i></p> <ol style="list-style-type: none">1.2.3.
<p>List three popular snack foods. <i>Ex. nuts</i></p> <ol style="list-style-type: none">1.2.3.	<p>List three popular fast food restaurants. <i>Ex. Taco Bell</i></p> <ol style="list-style-type: none">1.2.3.

These products are common and popular because they represent parts of the American character, too. Many of them were developed originally in the U.S. by inventors who knew that their product would be popular within the lifestyles and/or values of the American people. If you can identify characteristics of these popular American products, it will help you to better understand the American culture where they originated.

Icons—Original American Products

Directions: Below are some antonyms, or opposites, that tell about original American inventions or products. Think about which ones best describe each product below and write it below the product name. Also add your own adjective(s). Remember that adjectives describe a noun--a person, place, or thing.

delicious--awful	fast--slow	disposable--permanent
comfortable--uncomfortable	fun--boring	useful--useless
expensive--inexpensive	healthy--unhealthy	educational—not educational
portable--immovable	sweet--sour	convenient—inconvenient

Coca-Cola (1886) Dr. Pemberton invents Coke in Georgia

delicious
unhealthy
sweet
inexpensive
 your won adjective bubbly

Potato Chips (1853) George Crum, a chef, makes thin fried potatoes.

 your own adjective _____

Xerox (1938) The photocopy machine was invented by Chester Carlson.

 your own adjective _____

Levi Jeans (1860) Levi Strauss makes the first pair of jeans.

 your own adjective _____

McDonald's Restaurant (1961) The McDonald's start a small hamburger place to support themselves while they try to become actors.

 your own adjective _____

Crossword Puzzles (1913) The first crossword puzzle by Arthur Wayne is seen in the newspaper.

 your own adjective _____



Think About Icons

Directions: Stop and think. Write your answers.



1. Check the adjectives that often tell about American products.

___useful ___useless ___expensive ___inexpensive
___fun ___boring ___fast ___slow
___convenient ___inconvenient ___portable

2. Do you think that these adjectives describe American people, too? Why or why not? For example, many American foods are fast foods because Americans are busy and want to eat quickly. Do any other adjectives describe American people?

3. Can you name something invented in your native country? How does it represent your culture? For example, reggae music is from Jamaica and has the relaxing rhythm of the water around the island.

4. Are any of these American products popular in your native country? Which ones? (Coca-cola, Levi jeans, Xerox machines, etc.)

5. Are they popular in your native country for the same reasons that they are in the U.S.? If not, why? _____

Icons—American People

We also think of some *people* as American icons or heroes. Their lives are usually interesting because they did something that we did not. They are sometimes icons because they represent something that we think is important. For example, we think of Benjamin Franklin as being inventive.

Directions: Look at the names of some American icons below. You will see adjectives that describe them. Use your dictionary if necessary.

Use the Internet to learn more about what makes these people icons. List some of the things they did and that make them famous. Print a picture of them and paste it on the next page with facts about them.



For each person, list:

- _____ **birthday**
- _____ **place of birth**
- _____ **what we remember them for**
(invent something, they did something new or different, etc.)

Example—**Ben Franklin**

Birthday—Jan. 17, 1706

Place of Birth—Boston, Massachusetts

What did he do in his life-time? He signed the Declaration of Independence, invented bifocal glasses, experimented with electricity, and more.

Choose two people from this group, or any others who interest you, to find on the Internet. List information on Handout #5.

**Helen Keller—blind, strong, courageous

**Bill Gates—entrepreneurial, intelligent, wealthy

**George Washington—honest, first, courageous

**Amelia Earhart—brave, adventurous, inspirational

**Abraham Lincoln—poor, self-educated, heartfelt

**Bill Cosby—funny, positive, family oriented



American Icons: People-Record Sheet

Use the Internet to find information about two or more famous American icons. Choose them from the previous page or use another that you know. Try to find as much information as you can by going to more than one website if you can. Write words or sentences that tell about their lives. Print a picture and paste it with the person's story below.

(Picture or photo)

Person's Name _____

Birthday _____

Place of Birth _____

What did they do in their lifetime? _____



(Picture or photo)

Person's Name _____

Birthday _____

Place of Birth _____

What did they do in their lifetime? _____

American Icons: Spelling and Dictation Practice

Directions: Practice writing these vocabulary words three times each.

1. aspects _____
2. character _____
3. icons _____
4. heroes _____

Directions: Get the audio tape U.S. Icons. Listen to the **tape** and write the sentences you hear. Correct your sentences by using the answer sheet, circling mistakes, and writing the correct spelling above it. Write missed words below.

1. _____
2. _____
3. _____
4. _____

Missed Words Write each missed word three times each on the lines below.

1. _____
2. _____
3. _____
4. _____



Community Opinions

Directions: Go out into the community to talk to American people, neighbors, co-workers, etc., about icons. Ask the questions on the chart and write brief responses. Add other questions if you want, but don't worry about writing those answers. Enjoy talking!

Name	What American products do you think represent life in the U.S. today? Ex. Coca-cola	Which people do you think are American icons? Ex. Bill Gates	Tell me some adjectives about American icons. Ex. popular

Student Evaluation of the Interviews

1. Do any of the answers above surprise you? Why or why not?

2. What do you think the benefit of speaking with Americans is?

AMERICAN CULTURE

U.S. Icons



CHECKLIST: Check✓ each worksheet when you finish.

_____ What's American? American Icons (page 2)

_____ Original American Products (page 3)

_____ Icons—Original American Products (page 4)

_____ Think about Icons (page 5)

_____ Icons—American People (page 6)

_____ American Icons—People—Record Sheet (page 7)

_____ Spelling and Dictation Practice (page 8)

_____ Community Opinions—An Interview (page 9)

I have finished all the worksheets and activities.

Student's Signature

Teacher's Signature

ANSWER KEY

U.S. Icons

What's American? American Icons (page 2)

Product n. something that is manufactured, like a TV

Inventive adj. good at thinking up new ideas, Sarah is inventive because she found a new way to cook eggs.

Character n. your character is the kind of person you are, like honest or dishonest

Lifestyle n. a way of living, John lives a glamorous lifestyle.

Original adj. first or earliest, The original cameras were made without lenses.

Original American Products (page 3)

List three: (accept any that fall into the category)
sodas—Coke, 7Up, root beer, etc.
casual clothes—tennis shoes (Nike, etc.), jeans (Levi's, etc.)
snacks—chips, pretzels, nuts, etc.
fast food restaurants—McDonald's, Carl's Jr., Burger King, etc.

Icons-Original American Products (page 4)

(Answers will vary.)

Coca-cola—delicious, inexpensive, convenient, sweet, fast, disposable

Levi Jeans—expensive, comfortable, useful, disposable

Potato chips—unhealthy, delicious, convenient, inexpensive, fast, disposable

McDonald's—convenient, fun, delicious, expensive/inexpensive, fast

Xerox—expensive/inexpensive, portable, convenient, useful, fast

Crossword puzzles—educational, fast/slow, useful, fun/boring, inexpensive, portable

Think about Icons (page 5)

Answers will vary.

Spelling and Dictation Practice (page 8)

1. These products are common and popular because they represent aspects of the American character, too.
2. We also think of some people as American icons or heroes.
3. Their lives are usually interesting because they did something that we have not.
4. Learning about American icons can help you to understand American culture.

AMERICAN CULTURE

Expressions & Gestures



Level:	High Intermediate ESL
Materials Needed:	None
Technology Needed:	None

What is American?

Directions: Read about American physical and verbal expressions.

What is Character?

Character is a combination of qualities or features that separates one person, a group, or a thing from another.



What are Slang Expressions and Idioms?

Slang Expressions and Idioms are words or phrases that cannot be understood from the meaning of the individual words. Their meanings come from the use of all the words together giving them their own unique and individual meanings. For example: howdy (means “hello”, used by people in the South, especially Texas)

What are Gestures?

Gestures are movements made with your hands to express a special meaning.

For example:



Thumbs up



You



Peace

What is Body Language?

Body language is movements made with your body to express a special meaning.

For example:



Confused



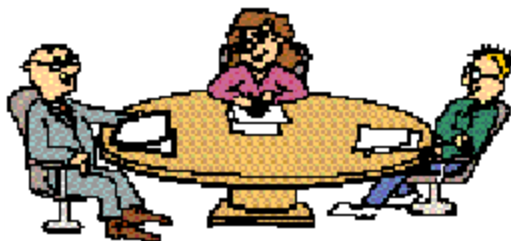
Angry



Depressed

What is a Situation?

A situation is made up of people doing a certain thing at a specific time and place. This can be an informal situation such as when one is playing or it can be a formal situation such as when one is working.



Formal Situation
Job meeting



Informal Situation
Playing basketball

Adjectives

Directions: Study the adjectives.

An adjective describes a person, place, or thing.

courageous: brave and not afraid

demanding: asks firmly for things and doesn't accept a refusal

direct: honest, truthful, gets to the main point right away

energetic: very active

honest: open and direct, not likely to lie, cheat or steal

insensitive: someone doesn't think about other people's feelings.

materialistic: someone who believes that getting things is more important than anything else

money hungry: someone who believes that getting money is the most important thing in life

responsible: trustworthy, gets things done

rude: not polite

self-confident: secure about abilities, appearance

workaholic: someone who works a lot and does not want to do anything else

What three adjectives would you use to describe yourself?

Adjective Practice

Directions: Fill in the blanks with the correct answer, using the following words:

courageous	energetic	honest	insensitive
demanding	workaholic	money-hungry	self-confident

A person who tells the truth is:



A person who works all the time with no time to do anything else is:

workaholic



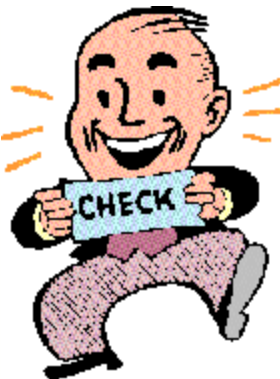
A person who believes in himself is:



A person who is not sensitive to other people's needs is:



A person who wants money more than anything else is:



A person who asks for things urgently or firmly leaving no room for others to say no is:



A person who has a lot of energy is:



A brave person is:



American Expressions

Directions: Write the correct expression under the picture.

Time is money.	What's the bottom line?	Go for it!
----------------	-------------------------	------------



Directions: Read each description and check the words that describe each of them. Notice that you may have both negative and positive feelings about each of these expressions.

Time is Money

In the United States, some people say, "Time is Money." What does this mean? Have you ever heard people say, "Time is Money?" Do they say it in your country? Do you have similar expressions in your country?

Which of the words below do you think best describes someone who believes that "Time is Money?"

_____workaholic _____responsible _____energetic _____money-hungry

What's the Bottom Line?

"What's the bottom line" is another expression used by some people living in the United States. It means, "Get to the point." Which of the words below best describe the kind of person who says, "What's the bottom line?"

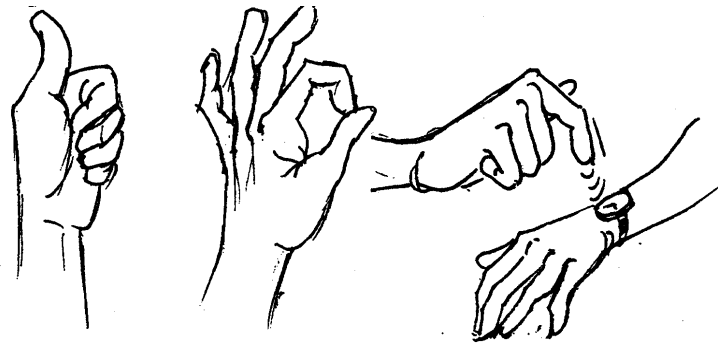
_____direct _____rude _____honest _____demanding

Go For It!

Has anyone ever said, "Go for it" to you. Which of the words below best describe a person who "Goes for it?"

_____materialistic _____insensitive _____self-confident _____courageous

American Gestures








Direction: Write the number on the line with the correct answer.

1. Time is money	2. What's the bottom line?	3. Go for it!
---------------------	-------------------------------	------------------

- a. 3 Give the okay sign with your forefinger and thumb touching.
- b. Hold up your hand and tap your watch.
- c. Give a thumbs up.
- d. From a relaxed position, bring your head up, keep it erect, and look directly into the eyes of the person you're talking to.
- e. Hold your hand up and rub your thumb against you first two fingers.

Community Task

Directions: Ask three of your classmates if they know the following gestures, and write their opinion

Gestures	Student 1 Name:	Student 2 Name:	Student 3 Name:
			
			
			
			
			

Expressions & Gestures



CHECKLIST: Check ✓ each worksheet when you finish.

___ What is American? (pages 2-3)

___ Adjectives (page 4)

___ Adjectives Practice (page 5)

___ American Expressions (page 6)

___ American Gestures (page 7)

___ Community Task (page 8)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Expressions and Gestures

Adjective Practice (page 5)

honest	workaholic	self-confident	insensitive
money hungry	demanding	energetic	courageous

American Expressions (page 6)

Picture 1: Time is Money

Picture 2: What's the bottom line?

Picture 3: Go for it!

Time is Money: Money Hungry

What's the Bottom Line: Direct

Go for it: Self-confident

American Gestures (page 7)

- a. 3
- b. 1
- c. 3
- d. 2
- e. 1

AMERICAN CULTURE

The U.S. Educational System



Level:	Intermediate ESL
Materials Needed:	None
Technology Needed:	Internet Access

Vocabulary

Directions: Study the following definitions related to education.

education the process of learning

goal something that you hope to achieve in the future

knowledge the information and understanding that you gain through learning and experience

learn to gain knowledge of a subject or how to do something

school a place where people are taught

schooling education at school

vocational a school or method of training that teaches you the skills you need for a particular job

system a set of connected things that work together as a single unit


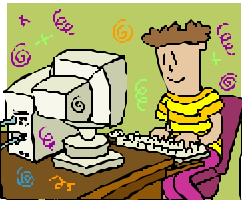


Directions: Complete the following sentences using the words in the word bank.






education	goals	vocational
school	learn	knowledge

1. Her _____ of mathematics is impressive.
2. Parents always want the best _____ education _____ for their children.
3. I would like to _____ computer programming.
4. It is very important to set _____ in our lives.
5. What _____ did you go to?
6. If you want to be trained in business skills you need to go a _____ school.

The California Educational System

Directions: Read about the different types of schools in the United States.

<p>Kindergarten Age 5</p> 	<p>Parents are not required to enroll children in school until age six. Schools must admit children into kindergarten who have attained legal age. Legal age is 4 years and 9 months of age on or before September 1st of the current school year (i.e., 5 years of age on or before December 2nd).</p>
<p>Elementary School Ages 6-11 Grades 1- 6</p> 	<p>Today the primary schools in the United States are called elementary schools. Educators teach children the basics but also the ability to be good citizens and serve society. The schools also teach equality and try to give each child an equal and fair education with no discrimination regarding their race, color, creed, or religious beliefs.</p>
<p>Junior High School Grades 6-8 or 7-9 Ages 11-14 or 12-14</p> 	<p>Junior High School is a bridge between elementary school and high school. At this point your students are given the opportunity to have a number of different teachers and classes during the day. This prepares children for the high school experience.</p>
<p>High School Ages 15-18 Grades 9-12</p> 	<p>Students attend high school to prepare themselves for vocational programs, community college or university. Clubs and sports are very important in high school and help prepare students to fit into society as social members and good sports in the game of life. High School students are free to express their social and political views in a variety of ways.</p>

<p>Home Schooling</p> 	<p>Home Schooling is the term used for parents who choose to instruct their own youngsters at home. Home Schooling is legal in the state of California. In other words, a parent can choose to keep their child out of school and teach them at home. Instruction is provided by one or both of the parents.</p>
<p>Adult School High School Diploma (1-2years) / GED / ABE / ESL</p> 	<p>Adult schools offer Adult Basic Education which make it possible for people without an education to study reading, writing, and mathematics. English as a Second Language (ESL) classes are given to people who need to learn English. Citizenship classes and tests for citizenship are offered at many adult schools in California. Adult schools are available to <u>everyone</u> living in the United States over seventeen years old.</p>
<p>Vocational Job training (3months - 1 year)</p> 	<p>Vocational Schools are available and usually take from six months to a year to complete. Many vocations or jobs are offered at these schools, such as truck driving and air conditioning maintenance. Many of these programs are offered free or at a low cost. You can call your local school district and get more information. Santa Ana College also has vocational counselors.</p>
<p>Community College Associate (2years)</p> 	<p>These schools are available at a very low cost to students who are 18 years or older. If a student attends these schools for two years and maintains a C average they will be admitted into the California University System. Our Rancho Santiago Community College District is a member of the California Community College system.</p>
<p>University Masters (2years) Bachelors (4years) Doctorate (3-5years)</p> 	<p>The California University System is one of the best in the country and offers educational opportunities to those who are admitted from high school or who transfer from community colleges in California. Students can study almost any subject and earn Bachelors, Masters, and Doctorate Degrees.</p>

Schools

Directions: Match the definition with the sentence

- | | |
|-----------------------------|--|
| 1. _____ Elementary School | a. In this school, children learn the basics and how to become a better citizen. |
| 2. _____ Junior High School | b. A student can learn to drive a truck at this kind of school. |
| 3. _____ High School | c. ABE and GED programs are available here. |
| 4. _____ Adult School | d. This school bridges the gap between elementary school and high school. |
| 5. _____ Vocational School | e. Many students go on to community colleges from this school. |
| 6. _____ Home School | f. You can attend this school and earn Bachelors, Masters, or Doctorate Degrees. |
| 7. _____ Community College | g. This is two-year school where you can get an Associate's Degree. |
| 8. _____ University | h. Parents keep their children at home to teach them |

Directions: Think about the school system in your country. What is the type of school in your country that corresponds to each school in the American system?

U.S. School	School in My Country
Kindergarten	
Elementary School	
Junior High School	
High School	
Home Schooling	
Adult School	
Vocational	
Community College	
University	

Research Your School



1. Go to the Internet.
2. Go to address and type www.saccollege.org and click **Go**.
3. Click on **Continuing Education**.
4. Click on **Programs**.
5. Write three programs that Continuing Education has.

1. _____

2. _____

3. _____

6. Click on **English as Second Language (ESL)** classes.
7. Click on **Classes**.
8. Write three classes offered by the ESL program.

1. _____

2. _____

3. _____

AMERICAN CULTURE

The U.S. Educational System



CHECKLIST: Check ✓ each worksheet when you finish

___ Vocabulary (page 2)

___ The California Educational System (page 3-4)

___ Schools (page 5)

___ Research Your School (page 6)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

The U.S. Educational System

Vocabulary (page 2)

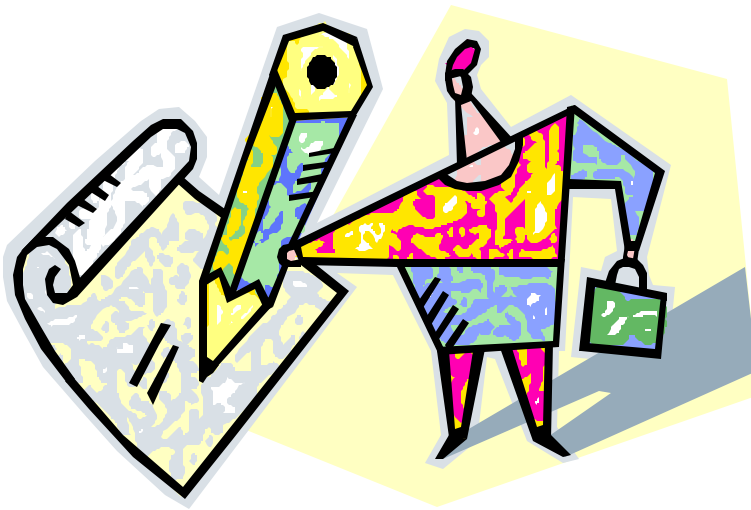
1. knowledge
2. education
3. learn
4. goals
5. school
6. vocational

Schools (page 5)

1. a
2. d
3. e
4. c
5. b
6. h
7. g
8. f

CITIZENSHIP

Creating a Proposition



Level:	High Intermediate ESL
Materials Needed:	Easy Reading Voter Guide
Technology Needed:	Internet Access

Creating Propositions in the U.S.

Abe Lincoln said that our “Government is of the people, by the people, and for the people.”



This means that Americans are often active in what goes on in the government by voting, signing **petitions**, listening to candidates speak, and more. This participation is what President Lincoln meant when he said that the U.S. government is “of the people, by the people, and for the people.” The government leaders do not sit in a beautiful building making all the decisions for the American public. This **involvement** in deciding laws and leaders is one American freedom. Many immigrants come to this country for such freedom, yet so few citizens here use it.

citizen request for change

participation

Directions: Think about your native country and answer the following questions.

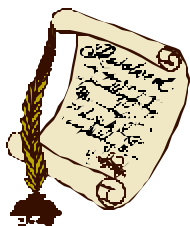
1. Do most people there participate in the governing process? Yes/No
2. How? _____
3. What is the difference between the U.S. and your native country and how citizens participate?

Directions : Look up the words below in your dictionary. Write down the definitions.

1. proposition n. _____
2. ballot n. _____
3. petition n. _____
4. proponents n. _____
5. to gather v. _____
6. to qualify v. _____

Preparing a Proposition for the Ballot

Directions: American citizens can **initiate (start)** a new law. Read the steps.



1. Define a problem in the community or state.
2. Write up a proposition. Tell how to correct the problem.
3. Circulate a petition to measure public support. Gather signatures of support.
4. With enough signatures, proposition goes on the ballot.
5. Citizens vote on the proposition.

Directions: Look at the sample proposition on the next page. It was written by ESL students. Complete the information below about it by reading it one section at a time.

School name: _____

Title: _____

The Issue/Problem: _____

The situation: Is the Saturday ESL class represented by the current student council? Yes/No

The proposal: The Saturday ESL class wants to become a part of the current student council.
True/False

Argument for: The students will become involved in their school and community. True/False

Argument against: Students will spend more time setting up the council than they will spend in class. True/False

Your opinion: Do you think that the students in Saturday's ESL class should set up their own student council? Yes/No, because _____.

BELMONT COMMUNITY ADULT SCHOOL STUDENT COUNCIL ELECTION BALLOT

Proposition 1

Title:

Formation of a Student Council for Saturday Class

The Issue:

Should the Saturday Class of Belmont Community Adult School form its own Student Council?

The Situation:

Currently, only the Adult Education Classes that meet during the week have a Student Council. The Saturday Class is not represented. The Saturday students are not involved in any type of community work and do not have a say in the present Student Council.

The Proposal:

The Saturday Class should have a Student Council so that they can become involved in the school and participate in community activities.

Argument for:

The formation of a Student Council will give the Saturday Students an opportunity to participate in a community organization and gain experience working in their own communities. The students are excited about becoming active, but they are not willing to make a significant commitment to the school because they do not spend enough time there. This Council will give them a chance to become involved.

Argument Against:

Saturday Students are busy and are only in class 2 hours per week. Having a Council will require students to spend more time with the Council than time spent in class. There is no need for a Saturday Student Council and the set-up work will be very demanding. Because this class only meets once a week for two hours, forming a Student Council is a lot to accomplish. Will they be willing to spend the extra time?

*****tear*****

Voting Ballot Should the Saturday Class of Belmont Community Adult School have their own Student Council? (Check only one, tear off, and put into Ballot box.)

_____YES

_____NO

Sample Petition

Directions: Read this sample petition and then answer the questions below.

Petition for Proposition



The citizens of our class would like your support for the following proposition:

We would like to change _____
because _____

Will you please participate in our democratic process by signing this petition? You will help us to put this proposition on the next ballot and make our world better. (We need a minimum of 8 signatures.)

Signatures

- | | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |
-

Directions: Answer these questions about a petition.

1. Who wants this proposition to pass? _____
2. Do the students want to keep something the same or change something? _____
3. What do the students who agree with the proposition need to do on the petition?

4. How many signatures are needed? _____
5. What will happen to this proposition if they get 8 signatures? _____

The Easy Reading Voter Guide

The Easy Reading Voter Guide is made to help people understand what is happening in an election. The election basics about the candidates, political parties, and issues are explained in simple English. The citizen can then make the best choice with the information he/she has. You too, can learn a lot of English and a lot about the American system by reading through the Easy Reading Voter Guide.

Directions: Get the Easy Reading Voter Guide and answer the following questions.

1. List the topics on the front of the Easy Reading Voter Guide under *What's Inside*?

2. Look inside at the California Ballot Measures. List three different names for a proposition.

a. proposition b. _____ c. _____

3. Do you have to vote for every ballot measure? Yes/No

4. Does each proposition have a title? Yes/No

5. Does each proposition tell you how much it will cost? Yes/No

Give an example—proposition title _____

Cost \$ _____

6. Each proposition tells the 'pros' and 'cons'. What do you think these mean?

Pros mean _____ Cons mean _____

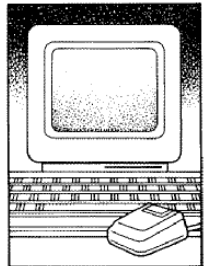
7. How can the pros and cons help the voter decide what to vote for or against?

8. Find a proposition in the Easy Reading Voter Guide that you think you would vote for if you were voting as a citizen in this election.

Which proposition would you vote for? _____

Why? _____

Propositions and the Internet



1. Go to the Internet.
2. Type www.calvoter.org and click **Go**.
3. Surf the site and find information to answer the following questions. Enjoy the ride!
4. List 4 new words that you found on this web site. Write their definitions.

Word	Definition
1.	
2.	
3.	
4.	

5. Can you learn about propositions on this site? Yes/No
6. What can you learn about propositions? (check those you see)
 - ___proposition titles
 - ___proposition number
 - ___who wrote the proposition
 - ___a description of the proposition
 - ___how many people signed the petition for it
7. How many signatures are needed to get a proposition on the ballot?
8. What other topics can you learn about on this web site? (Look at the main page of the web site)

9. Bonus question! Can you find the answer? (Look at the 1994 Easy Reading Voter Guide online)

What was the salary for the governor that year? _____

Participating in the American Political Process

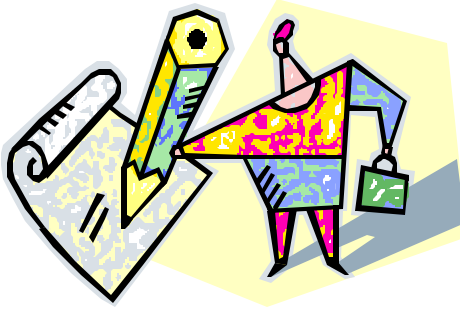
The Easy Reading Voter Guide was made with the help of an organization called the League of Women Voters (LWV). One way for you to get involved in the American system is to contact a government representative. You can tell him/her why you came to this country, what you like about it, make a suggestion, or ask a question. Don't worry, people write and e-mail government representatives every day. Write your best English, but don't worry too much about it. Our representatives know that there are many immigrants living here who are learning English. You can remind them how important your classes and studies are to you, your family, and future. You can thank him/her, too.

1. Get on the Internet and go to www.ca.lwv.org. (League of Women Voters)
2. On the main page of the web site, scroll down (go down) a short distance to *Elected Reps*.
3. Click on it.
4. Choose one representative.
5. Decide if you want to write a letter or e-mail him/her. Copy the addresses from the web site.
6. Write your letter. Before you send it, have the teacher look it over.
7. Neatly type your letter, send or e-mail it. If you give your address, you may get a letter or e-mail in return.



CITIZENSHIP

Creating a Proposition



CHECKLIST: Check ✓ each worksheet when you finish.

- _____ Creating a Proposition in the U.S. (page 2)
- _____ Preparing a Proposition for the Ballot (page 3)
- _____ Sample Proposition written by ESL Students (page 4)
- _____ Sample Petition (page 5)
- _____ The Easy Reading Voter Guide (page 6)
- _____ Propositions and the Internet (page 7)
- _____ Participating in the American Political System (page 8)

I have finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Creating a Proposition

Creating a Proposition (page 2)

7. proposition n. new laws that the public votes on
8. ballot n. the form you mark when you vote
9. petition n. a letter signed by many people asking those in power to make a change
10. proponents n. someone who supports an issue or persuades people to do something
11. to gather v. to collect

Preparing a Proposition for the Ballot (page 3)

School name: Belmont Community Adult School

Title: Formation of a Student Council for Saturday Class

The Issue/Problem: Should the Saturday class of Belmont Community Adult School form their own student council?

The situation: Is the Saturday ESL class represented by the current student council? No

The proposal: The Saturday ESL class wants to become a part of the current student council. False

Argument for: The students will become involved in their school and community. True

Argument against: Students will spend more time setting up the council than they will spend in class. True

Your opinion: Do you think that the students in Saturday's ESL class should set up their own student council?

Yes/No, because _____.

Sample Petition (page 4)

7. the citizens of our class
8. They want to change something.
9. They need to sign it.
10. 8
11. It will go on the election ballot.

The Easy Reading Voter Guide (page 6)

1. Answers depend on the actual year of the Guide. For example for 1996, Political parties in CA, Who is running for President, CA ballot measures, Easy voting tips
2. a. proposition b. ballot measure c. initiative
3. No
4. Yes
5. Does each proposition tell you how much it will cost? Yes
- Give an example—proposition title Safe, Clean, Reliable Water Supply Act Cost \$ 1.8 billion
6. Pros mean the positive points. Cons mean the negative points.
7. You can look at the positive and negative points, decide which is more important, and then vote yes or no.
8. Answer depends on student's opinion.

Propositions and the Internet (page 7)

2. Yes
3. ☒ proposition titles
☒ proposition number
____who wrote the proposition
☒ a description of the proposition
____how many people signed the petition for it
4. 5% of the number of voters that voted for the governor in the last election.
5. Schedule of events, brochure, about CA Voter Foundation, various election results, etc.
6. \$120,000

CITIZENSHIP

History of Voting in the U.S.



Level:	High Intermediate ESL
Materials Needed:	<i>Citizenship Now</i> pp. 54-55
Technology Needed:	Internet Access

History of the Voting Process in the U.S.

Our sixteenth president, Abraham Lincoln, once said that Americans had a



**" Government of the people, by
the people, and for the
people."**

What do you think this means?

It means that the citizens in the U.S. want to keep the government in the hands of the people. Also, the U.S. government must follow the *Constitution*, the highest law in the U.S., in all the decisions it makes.

1. Get the book **Citizenship Now** and read page 54 to learn a little about the US Constitution.
2. Answer the questions on page 55 on a separate piece of paper. Please do not write in the book.
3. Find the definition for the word *amendment* on page 54. Write it below.

amendment

The Voting Amendments

Directions: Look at the voting amendments below and think about the following questions.

Do these amendments give power to the *people* or to the *government*?

Do they show *what President Lincoln said*?

“Government of the people, by the people, and for the people.”

Directions: Fill in the table.

Yea	Who It Helped	Law or Amendment	Power to People or Government?	Agree with Lincoln?
1789	white men owning property	Constitution adopted.	<i>people</i>	<i>yes</i>
1870	Black men only	15th Amendment All people of any race were given the right to vote.		
1920	women	19th Amendment Women were given the right to vote.		
1924	all Native Americans	U.S. government passes a law making Native Americans citizens which gave them the right to vote.		
1964	poor people	24th Amendment It was now illegal for states to charge people a poll tax.		
1965	poor/illiterate people	Voting Rights Act Literacy tests for voters were illegal. Bilingual election materials were made available.		
1971	18-21 year olds	26th Amendment The voting age was lowered from 21 to 18 years old.		



Understanding the Voting Amendments

Directions: Answer the comprehension questions below. Look back to the chart on the last page for help.

1. What year was the Constitution adopted?

2. Which amendment gave voting rights to Black men?

3. What year did women get the right to vote?

4. How many years after the adoption on the Constitution did women get voting rights?

5. What did the 24th Amendment say? Write it here.

6. Who did the Voting Rights Act help?

7. How old do American citizens have to be before they can vote?

8. How did Native Americans get voting rights? Which year was that?

Directions: Circle T for true or F for false for each statement below.

1. The fight to get voting rights for all American citizens happened over many years. T F

2. When the Constitution was adopted in 1789, all citizens got the right to vote. T F

3. Black men and women got the right to vote in the same year. T F

4. Citizens must be 21 years old to vote. T F

5. An amendment is a change made to the Constitution. T F

Defining the Voting Struggle

Directions: Use the chart on page 4 to match (draw a line) the amendment to the correct description..

15th Amendment

Women waited 130 years to get the right to vote. They protested and finally earned the right in 1920.

19th Amendment

In 1971, this amendment became law when young men fighting in the Vietnam War protested that they couldn't vote for the leaders who would send them there.

24th Amendment

Before the Civil War (1860's), Blacks not vote. This amendment stopped voting prejudice based on color and race.

26th Amendment

In 1964, this amendment ended a voting tax which kept the poor from voting.

Learning on the Internet

1. Go to the internet
2. Type www.usconstitution.gov and click **Go**.
3. Copy the amendments related to voting from the Constitution.

15th Amendment:

19th Amendment:

24th Amendment:

26th Amendment:

4. Type www.whitehouse.gov and click **Go**.
5. Write down some topics that you can learn there.

On this site, I can learn about:



*

*

*

*

6. Go on a tour!

CITIZENSHIP

History of Voting in the U.S.



CHECKLIST: Check ✓ each worksheet when you finish.

_____ History of the Voting Process in the U.S. (page 2)

_____ The Voting Amendments (page 3)

_____ Understanding the Voting Amendments (page 4)

_____ Defining the Voting Struggle (page 5)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

History of Voting in the U.S.

History of the Voting Process (page 2)

Check your answers in the book (*Citizenship Now*).

The Voting Amendments (page 3)

All of the amendments give power to the people, so yes they show what President Lincoln said about the U.S. government.

Understanding the Voting Amendments (page 4)

1. 1789
2. 15th amendment
3. 1920
4. 131 years
5. It was now illegal for states to charge people for a poll tax.
6. poor/illiterate people
7. 18 yrs.
8. U.S. government passes a law making Native Americans citizens. Then they could vote in 1924.

1. T
2. F
3. F
4. F
5. T

Defining the Voting Struggle (page 5)

15th Amendment The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

19th Amendment The rights of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

24th Amendment The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice Presidents, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

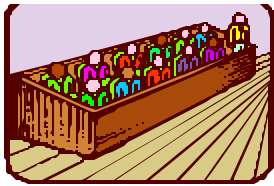
26th Amendment The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or any State on account of age.

CITIZENSHIP

Jury Duty



Level:	High Intermediate ESL
Materials Needed:	Video “Justice By Jury”
Technology Needed:	Internet Access



Jury Duty in the United States

Directions: Read the information below and use the Legal Vocabulary for Jury Duty sheet on the next page to find the definitions of the **bolded** words below. Write the definitions.

<p>All people in the United States, citizen or not, have the right to a (1) trial by jury. This (2) privilege is written in the Constitution of the US and all citizens are expected to serve on a (3) jury when called.</p> <p>A jury is a group of 12 citizens who plan to make a fair decision in a case because of information they hear from the lawyers during a trial. Jurors serve in two kinds of trials--(4) criminal and (5) civil. A juror must be a citizen at least 18 years old and able to understand enough English to know what is going on in the courtroom. He/she wasn't on a jury in the last 12 months and was never (6) guilty of a serious (7) crime, or felony. A juror must attend jury duty when called by a (8) summons, and will miss work, often without pay. Probably the best thing about a trial by jury is that it keeps the (9) justice system in the hands of the people. Citizens participate and share the responsibility for (10) justice.</p>	<ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
--	---

Legal Vocabulary for Jury Duty

accuse v. to say that a person did something wrong

justice system n. the process in the U.S. to keep society fair, just, and safe

a privilege n. a right or advantage

court case n. a situation between two people or two groups brought to court

a jury n. a group of 12 citizens that together listens to a court case and then works together to make a decision about it

a juror n. a citizen who goes to court to help make a decision in a court case for another person

crime n. an action that breaks the law

criminal case n. a case in court against a person accused of breaking the law

civil case n. a case in court between two or more people or with a business

a jury panel n. a group of citizens preparing to become jurors

guilty adj. when someone did something wrong, they are guilty

innocent adj. when someone did *not* do something wrong

a trial n. a legal presentation in court of a case before a judge and jury

to dismiss/excuse v. to give permission to leave

a summons n. a legal paper that requests a citizen's attendance in court



Directions: Now read the story on page 4 again and circle at least three other new words in the story. Use your dictionary to find the definitions and write down the meanings below.

New Words	Definitions
1.	
2.	
3.	

Understanding What You Read



Directions: Fill in the missing words below. Look back to the story if you need help. Check your answers after you finish. Use each word one time.

Magna Carta	United States	court case	privilege	England
jury	understand	courtroom	guilty	jury duty
participate	justice system	trial	citizens	

Jury Duty in the United States

All people in the (1) _____, citizen or not, have the right to a trial by jury. This (2) _____ is written in the Constitution of the US and all (3) _____ are expected to serve on a jury when called.

A (4) _____ is a group of 12 citizens who plan to make a fair decision in a case because of information they hear from the lawyers during a trial. Jurors serve in two kinds of (5) _____ -*criminal and civil*.

A juror must be a citizen at least 18 years old and able to (6) _____ enough English to know what is going on in the (7) _____. He/she wasn't on a jury in the last 12 months and was never (8) _____ of a serious crime, or felony.

A juror must attend (9) _____ when called by a summons, and will miss work, often without pay.

Probably the best thing about a trial by jury is that it keeps the (10) _____ in the hands of the people. Citizens (11) _____ and share the responsibility for justice.

More about Courtroom Vocabulary

Directions: Use this information below to complete the matching exercise.

<p>Criminal Case--a case brought by the people of a state against a person or business <u>accused</u> of breaking the law</p> <p>Prosecutor--attorney who tries to show the <u>guilt</u> of the defendant</p> <p>Defense Attorney--attorney who tries to show doubt on defendant's guilt</p> <p>Defendant--the person accused of breaking the law</p>
<p>Civil Case--a case brought between two or more individuals or a business</p> <p>Plaintiff's Attorney--represents the person bringing the case</p> <p>Plaintiff--the person bringing the law suit</p> <p>Defense Attorney--defends the person named in the case</p> <p>Defendant--the person named in the case</p>
<p>Courtroom--room where a judge hears legal cases</p> <p>Judge--a legal referee, makes sure all play by the rules, law professional</p> <p>Court Clerk--takes care of the paperwork and evidence in a trial</p> <p>Bailiff--provides security in the courtroom</p> <p>Court Reporter--records everything said</p>

Match the Courtroom Terms

___ Defense Attorney	a. attorney who tries to show the <u>guilt</u> of the defendant
___ Defendant	b. a case brought by the people of a state against a person or business
___ Criminal Case	<u>accused</u> of breaking the law
___ Prosecutor	c. attorney who tries to show <u>doubt</u> on defendant's guilt
	d. the person accused of breaking the law
___ Plaintiff	a. a case brought between two or more individuals/business
___ Civil Case	b. represents the person bringing the case
___ Defendant	c. the person bringing the lawsuit
___ Defense Attorney	d. defends the person named in the case
___ Plaintiff's Attorney	e. the person named in the case
___ Bailiff	a. room where a judge hears legal cases
___ Court Reporter	b. a legal referee, makes sure all play by the rules
___ Courtroom	c. takes care of the paperwork and evidence in a trial
___ Judge	d. provides security in the courtroom
___ Court Clerk	e. records everything said

Video: Justice by Jury



Directions: Watch the video “Justice by Jury”. Answer T for true, F for false.

1. The US Justice System is in the hands of the people. T F
2. Jury duty is a citizen’s duty. T F
3. A civil case is between 2 lawyers. T F
4. The defendant in a criminal case is charged with a crime. T F
5. As a juror, you do not have to be fair. T F
6. The Constitution gives people in the US the right to a trial. T F
7. Jurors can discuss their case with family and friends. T F
8. Being a juror can be a very interesting experience. T F

Directions: Format of a Trial Number the order of these phases in a trial.

_____ **Present evidence** (witnesses, photos, etc.)

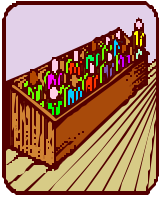
_____ **Closing Arguments** (final summary)

_____ **Opening Statements** (outline of a case)

Learning on the Internet

1. Go to the Internet.
2. Type www.lasuperiorcourt.org and click **Go**.
3. Click on **Virtual Courtroom**.
4. Click on the **courthouse door** to go in. Spend time going through the court to learn all that you can about US courts, jobs there, and jury duty. Follow the steps below.
 - a. Go into the courtroom. Complete the courtroom map below.
 - b. Click on each courtroom label, like 'bailiff', to learn about jobs in the courtroom. Which job looks the most interesting to you? _____
 - c. Go back to the Hallway in the Courthouse. Click on different places to learn about the LA Courts.

Seating Chart for the Courtroom Write in the players' titles from the website.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

Titles in a Criminal Case

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Titles in a Civil Case

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Jury Duty Interview



Directions: Interview 4 citizens in your classroom or in your community. Ask the questions and write down what the person says.

What's your name?	<i>Staci</i>			
Are you a citizen? (Yes/No)	<i>Yes</i>			
Have you done jury duty? (Yes/No)	<i>Yes</i>			
What was it like? What did you learn?	<i>Interesting. I learned about jury selection.</i>			
Do you want to do jury duty again? (Yes/No)	<i>Yes.</i>			

CITIZENSHIP

Jury Duty



CHECKLIST: Check ✓ each worksheet when you finish.

_____ Jury Duty in the United States (page 2)

_____ Legal Vocabulary for Jury Duty (page 3)

_____ Understanding What You Read (page 4)

_____ More About Courtroom Vocabulary (page 5)

_____ Video: Justice by Jury (page 6)

_____ Learning on the Internet (page 7)

_____ Jury Duty Interview (page 8)

I have finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Jury Duty

Understanding What You Read (page 4)

1. United States
2. privilege
3. citizens
4. jury
5. trials
6. understand
7. courtroom
8. guilty
9. jury duty
10. justice system
11. participate

More About Courtroom Vocabulary (page 5)

- c. Defense Attorney
- d. Defendant
- b. Criminal Case
- a. Prosecutor

- c. Plaintiff
- a. Civil Case
- e. Defendant
- d. Defense Attorney
- b. Plaintiff's Attorney

- d. Bailiff
- e. Court Reporter
- a. Courtroom
- b. Judge
- c. Court Clerk

Video: Justice By Jury (page 6)

- | | | | |
|------|------|---------|--|
| 1. T | 5. F | ___2___ | Present evidence (witnesses, photos, etc.) |
| 2. T | 6. T | ___3___ | Closing Arguments (final summary) |
| 3. F | 7. F | ___1___ | Opening Statements (outline of a case) |
| 4. T | 8. T | | |

Learning On the Internet (page 7)

- | <u>Titles in a Criminal Case</u> | <u>Titles in a Civil Case</u> |
|----------------------------------|-------------------------------|
| 1. Judge | 1. Judge |
| 2. Jury | 2. Jury |
| 3. Court Reporter | 3. Court Reporter |
| 4. Bailiff | 4. Bailiff |
| 5. Prosecutor | 5. Plaintiff's Attorney |
| 6. Defense Attorney | 6. Defense Attorney |
- (#5 and #6 of each can be reversed)

CITIZENSHIP

Registering to Vote



Level:	High Intermediate ESL
Materials Needed:	Telephone Directory, Calendar
Technology Needed:	None

Basic Voting Information

Directions: Read the voting requirements and put a check next to each one that describes you.

Requirements to Register to Vote	Describes Me
1. U.S. Citizen	<input type="checkbox"/>
2. 18 years old	<input type="checkbox"/>
3. Not in jail or a felon on parole	<input type="checkbox"/>

You must have a check by all three in order to be able to vote. How many checks did you make?

Directions: Read the list of different places you can register. Put a check next to each place that you have been to before.

Places to Register	Places I have Been To
1. Post Office	<input type="checkbox"/>
2. Library	<input type="checkbox"/>
3. Department of Motor Vehicles (DMV)	<input type="checkbox"/>
4. Registrar of Voters	<input type="checkbox"/>
5. City Clerk/County Government Offices	<input type="checkbox"/>

How many of the places listed above have you been to? _____

Directions: Use the telephone directory to find phone numbers for the following offices.

	Useful Telephone Numbers
Democratic Party	(____) _____ - _____
Republican Party	(____) _____ - _____
League of Women Voters	(____) _____ - _____
Registrar of Voters/County Clerk	(____) _____ - _____
Secretary of State Voter Assistance Hotline	(____) _____ - _____

Voting Timelines

VOTER REGISTRATION DATES

29 days before the election	about 7 days after application	up to 7 days before the election	first Tuesday after first Monday in November, 7:00am-8:00pm
Registration Deadline	Receive Registration Postcard	Registration Deadline/New Citizen	Election

PRE-ELECTION DATES

about a month before the election	in the mail during the entire month before the election	at least 7 days before election	by 8:00pm on Election Day	first Tuesday after the first Monday in November, 7:00am – 8:00pm
Receive Official Voter Information	Receive Partisan Voter Information	Receive Sample Ballot/Absentee Ballot	Mail Absentee Ballot	Election

Voting Deadlines

YEAR: _____

OCTOBER						
S	M	T	W	TH	F	S

NOVEMBER						
S	M	T	W	TH	F	S

Directions: Follow the instructions below to fill out the calendar above.

1. We only vote on even-numbered years. Write the next year people can in the space above.
2. Find out when the first day of October is and write the dates on the calendar above. (October has 31 days.)
3. Election day is the first Tuesday after the first Monday in November. Write Election Day on the calendar. What date is Election Day? _____
4. You must register to vote at least 29 days before the election. Write Last Day to Register on the calendar. What is the last date you can register to vote? _____
5. Look at the timelines on page 3. Write the following dates on the calendar above:
Registration Deadline for New Citizens, Receive Absentee Ballot.

Register to Vote

Directions: Fill out the voter registration card.

1. NAME _____ first last middle	
2. RESIDENCE _____ number/street apt. _____ city county zip code	8. OCCUPATION _____ _____ _____
3. MAILING ADDRESS (if different from residence) _____ number/street apt. _____ city county zip code	9. PRIOR REGISTRATION Have you ever been registered? <input type="checkbox"/> Yes <input type="checkbox"/> No NAME _____ first last middle FORMER ADDRESS _____ number/street apt. _____ city county zip code
4. DATE OF BIRTH _____ (month/day/year)	POLITICAL PARTY _____ _____ _____
5. BIRTHPLACE _____ (name of state or foreign country)	READ THIS STATEMENT BEFORE SIGNING I AM A CITIZEN OF THE UNITED STATES AND WILL BE AT LEAST 18 YEARS OF AGE AT THE TIME OF THE NEXT ELECTION. I AM NOT IMPRISONED OR ON PAROLE FOR THE CONVICTION OF A FELONY. I CERTIFY UNDER PENALTY OF PERJURY UNDER THE LAWS OF THE STATE OF CALIFORNIA THAT THE INFORMATION ON THIS ADFIDAVIT IS TRUE AND CORRECT. _____ SIGNATURE DATE
6. POLITICAL PARTY (CHECK ONE) <input type="radio"/> American Independent Party <input type="radio"/> Democratic Party <input type="radio"/> Libertarian Party <input type="radio"/> Peace And Freedom Party <input type="radio"/> Republican Party <input type="radio"/> Decline To State <input type="radio"/> Other (Specify) _____	
7. TELEPHONE NUMBER (____) _____ - _____	

CITIZENSHIP

Registering to Vote



CHECKLIST: Check ✓ each worksheet when you finish.

____ Basic Voting Information (page 2)

____ Voting Timelines (page 3)

____ Voting Deadlines (page 4)

____ Register to Vote (page 5)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

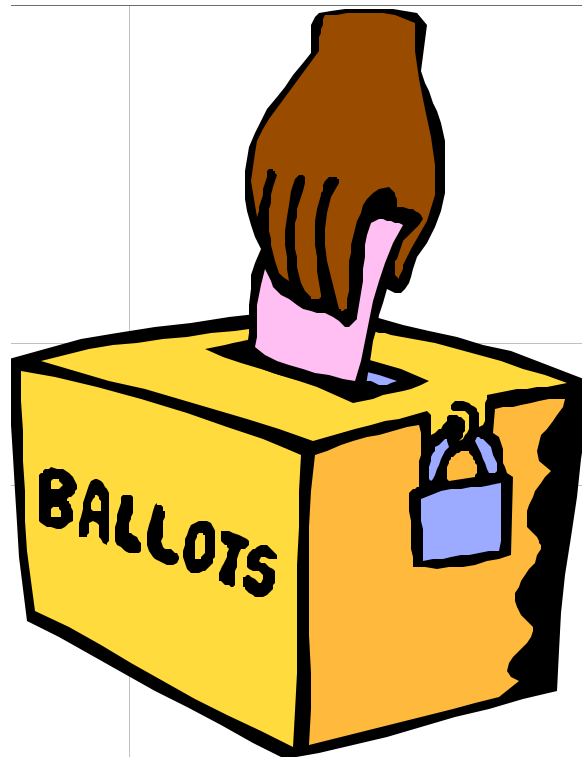
ANSWER KEY

Registering to Vote

Answers will vary. Have your teacher go over your answers with you.

CITIZENSHIP

Why Vote?



Level:	High Intermediate ESL
Materials Needed:	None
Technology Needed:	None

Voter Percentages in 20 Democratic Nations (1980-1989)

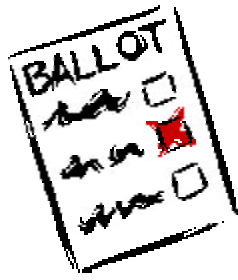
This chart shows different countries and the percentage of people who vote, who were eligible.

Country	% of people who voted
BELGUIM	94%
AUSTRIA	92%
AUSTRALIA	90%
NEW ZEALAND	89%
SWEDEN	88%
WEST GERMANY	87%
DENMARK	86%
ITALY	84%
NETHERLANDS	84%
NORWAY	83%
ISREAL	79%
GREECE	78%
FINLAND	74%
UNITED KINGDOM	74%
IRELAND	73%
CANADA	72%
FRANCE	70%
JAPAN	68%
UNITED STATES	53%
SWITZERLAND	49%

Directions: Answer the questions with information from the chart above.

1. What county has the highest percentage of voters? _____
2. What country has the lowest percentage of voters? _____
3. What percentage of people in the United States vote? _____

Have you ever voted in an election? Have you ever voted in the United States? Do you think that voting is important? Voting is a responsibility and privilege that many Americans enjoy. Some people don't vote. Why not? In this packet you will learn some reasons why people vote and why some do not vote. You will also learn why voting is important.



The People Who Vote

Directions: Read some of the different reasons people vote. Before each reason write a topic from the box below.

- | | |
|-------|--|
| _____ | 1. I vote because I want my kids to have more parks to play in. |
| _____ | 2. I vote because I care how much I pay in taxes and how those taxes are spent. |
| _____ | 3. I vote because I believe in equal access for the disabled. |
| _____ | 4. I vote because I care about how America interacts with the rest of the world. |
| _____ | 5. I vote because I'm concerned about health care. |
| _____ | 6. I vote because I depend on public transportation. |
| _____ | 7. I vote so I can decide who speaks for me in Washington. |
| _____ | 8. I vote because I care about the quality of my child's education. |
| _____ | 9. I vote because I want to be sure I can get emergency services when I need them. |
| _____ | 10. I vote because I want to be sure my library stays open. |
| _____ | 11. I vote because I want to help protect our world. |

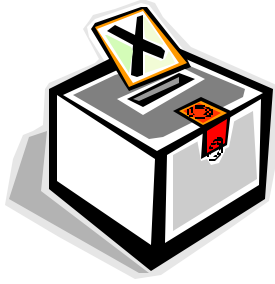
Access	Education	Emergency	Environment	Foreign Policy
Health Care	Law	Libraries	Parks	Representation
	Services	Taxes	Transportation	

The People Who Don't Vote



Directions: Many people do not vote. Read the reasons below why people don't vote. Are any of these true about you? Put a check next to the reasons you agree with.

- ☐ I work all day. I don't make a lot of money. Politicians never fight for me.
 - ☐ One vote doesn't make a difference
 - ☐ There are too many people on the ballot. I only want to vote for President.
 - ☐ I can't speak English.
 - ☐ I never have time. I work from 6:00 a.m. to 10:00 p.m.
 - ☐ I'm too busy. I need to feed my kids.
 - ☐ It's raining.
 - ☐ I forgot to register to vote.
 - ☐ The Democrats and the Republicans are the same.
 - ☐ I'm too tired.
 - ☐ I don't like immigrants.
 - ☐ I don't know what the politicians think. They just say bad things about each other.
-



Which One Are You?

Directions: Write three reasons why you think it is important to vote.

1. _____
2. _____
3. _____

Directions: Write three reasons why you wouldn't vote.

1. _____
2. _____
3. _____

Directions: Interview some of your classmates or people in your community about voting.

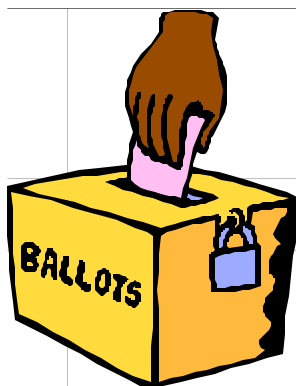
Voting Survey

Directions: Find 3 citizens in your classroom or your community to talk to about voting. Ask them the questions below and write their answers in the table.

Name	Do you vote?	Why do or don't you vote?
<i>Eric</i>	<i>No.</i>	<i>I don't have time.</i>

CITIZENSHIP

Why Vote?



CHECKLIST: Check ✓ each worksheet when you finish.

____ Voter Percentages (page 2)

____ The People Who Vote (page 3)

____ The People Who Don't Vote (page 4)

____ Which One Are You? / Voting Survey (page 5)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

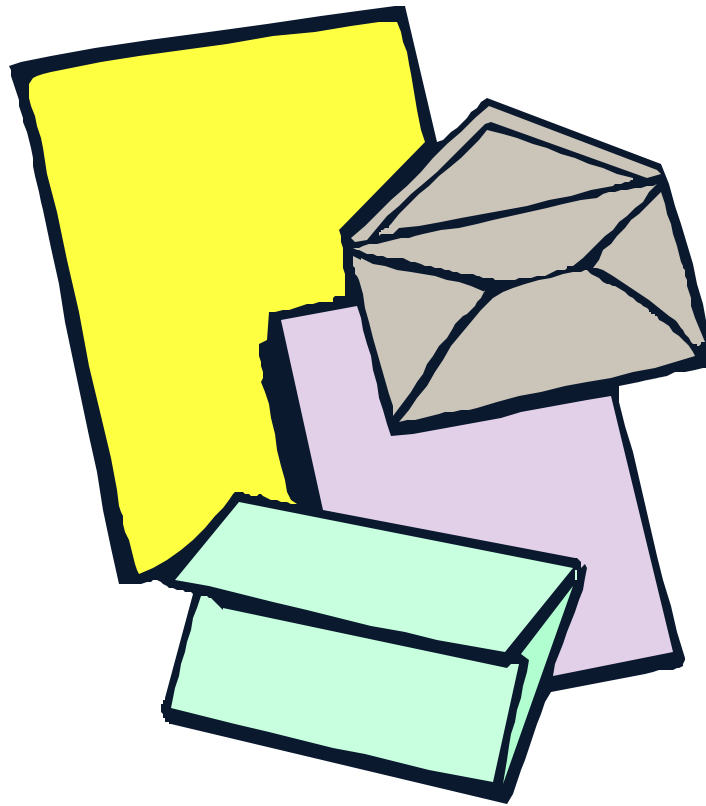
Why Vote?

The People Who Vote (page 3)

1. parks
2. taxes
3. access
4. foreign policy
5. health care
6. transportation
7. representation
8. education
9. emergency
10. libraries
11. environment

COMMUNITY

Making a Difference on Paper



Level:	High Intermediate ESL
Materials Needed:	Telephone Directory (white pages)
Technology Needed:	None



Letter Writing

Directions: Read about writing business letters.

In the American system, you need to record important information in writing. For example, if your telephone bill is too high, you can call customer service at your phone company to tell them about your problem. Then you can **follow up** the call by writing down the problem in a letter. Always keep a copy of your letter and write down the date of the phone call you made, the time you called, and who you spoke to.

It is an acceptable part of our system to write letters to express a concern about almost any kind of problem. If the letter is written **politely**, directly, and with a cooperative attitude, many businesses and people will try to help you.

In this unit, you will prepare a letter expressing your concern about an important problem in your community. It isn't required that you make a call. However, calling and writing makes a bigger difference and may get the problem **solved** sooner.

**take the next
step**

nicely

corrected

Defining a Neighborhood Problem

1. Think about problems that you see in your neighborhood or talk with another student about it. Here are some possibilities:

- | | |
|-------------------------|---|
| * trash on the street | * speeding cars in the residential area |
| * gangs | * a store selling alcohol to minors (kids under 18 years old) |
| * a broken street light | * graffiti |

2. List two problems that you see in your neighborhood.

a. _____ b. _____



3. Choose the most important one to you. Circle it above.

4. How do you think this problem in your neighborhood can be fixed?
(For example, if a streetlight is broken, someone from the city needs to come out and repair it.)

5. Who will it help if this problem is corrected? It will help:

___me	___other adults	___local stores
___my children	___other children	___senior citizens
___neighbors	___others _____	



6. Who do you need to write and/or call about this problem?

Use your local White Pages Phone Book. Look in the front to find phone numbers for city, county, or state agencies like those below. What's the # for your City Hall?

___police department	___city maintenance	___phone company
___fire department	___courthouse	___electric company
___other _____		

7. If you are not sure where to write about your city's problem, you need to call and ask someone at city hall which department or agency is able to help. Also ask for the specific name of the person who needs to receive the letter and ask for the address and phone number. This will help your problem to be looked at sooner.

Call about a Problem



Directions: Practice the conversation below with a partner so that you will feel more confident to make a phone call.

You Hello, I am calling to ask where I can get some help with a problem in my city.

Secretary OK, what is the problem?

You Well, all around my city I see _____. I would like to write a letter to someone who can help me **solve** this problem.

Secretary Let me see who can help you.

You OK, thank you. And can you please tell me the address of the person, please?

Secretary Sure. One moment. OK, here it is. You can write to name at address.

You Can you spell the street name please? And how do you spell that person's last name?

Secretary Is there anything else I can do for you?

You No, thank you.

Secretary You're welcome.



Prepare to Write about the Problem

Now that you know which community problem is most important to you, it is time to write down some details about it. Know that learning to write a letter will help you to deal with personal problems, as well as community problems, in the future, too. To organize your letter, answer the questions below with complete sentences.

For your letter, tell:

1. **What** is the problem and what you were told about it if you made a call? **For example:** The problem is that the traffic on my street moves too fast, so I called the police department. They told me to write to Mr. Smith in Traffic Control. (Ask how to spell the name you are told if you don't know how.)

What is the problem you will write about?

The problem is _____

What were you told when you called about the problem?

When I called I was told _____

2. **When** did you call? (date and time)

I called on (date) _____ at (time) _____ AM/PM.

3. **Who** did you talk to? (Make sure you have the correct spelling.)

I talked to _____

4. **What** do you want done?

I would like for _____ to _____
(who) (do what?)



5. **Ask** for an answer. Ask the person you write to call you or write you during the next two weeks. If you don't get a response, write to the person or call again. Please write/call me in the next two weeks.
(circle the one you'll request)

Get Busy and Write!

Directions: Read about the letter format.

When writing a formal letter about some kind of business or problem, **neatness** is very important. If possible, type your letter. Erase any mistakes carefully and spell all words correctly. The language in your letter needs to show a cooperative attitude, not an angry one. You can be strong in your **request**, but polite as well. This will encourage people to help you. Finally, always keep a copy of letters you send so that you can remember what you wrote and when to expect a response.

clean, no mistakes

**what you are
asking for**



Letter Writing Vocabulary

salutation n. a greeting like Dear _____,
to skip a line to leave a line on the paper empty
single spacing typing/writing on every line
double spacing typing on every other line
postage n. stamps needed to mail a letter
stationery n. special paper used for writing letters
envelope n. the paper cover around a letter

Letter Format

Today's Date

Name of Person you are writing to

Address

Dear Name of Person,

I am writing about a problem in my city. _____

Sincerely,

Your signature

Your name

Your address

Your phone number (optional)

Sample Letter:

Making a Difference on Paper

Directions: Read the sample letter.

February 12, 2001

Mr. Joe Smith
City Traffic Controller
1000 E. Main Street
Lemon City, CA 99999

Dear Mr. Smith,

I am writing to express my concern about the fast moving traffic on my street every day. I live on Pine Street near Edinger Avenue in Santa Ana. I am very worried because my small children play out front of our house and the cars are speeding near them. I don't want to wait until my child is hit by a car before I bring this problem to your attention.

What can I do as a member of this community to slow down the traffic on my street?

I called the city yesterday afternoon, February 11, 2001 and spoke to the secretary of city planning, Ms. Brown. She said that she would pass on my message to you. She also told me to contact the Santa Ana Police Department and speak to them. Maybe they will have a policeman come and give tickets to the people speeding on my street.

Since I am very worried about this problem in my neighborhood, I am sending you this letter, too.

Please write or call me during the next couple weeks to let me know what can be done.

Thank you for your time and concern,

Tom Packard

Tom Packard
111 Pine Street
Santa Ana CA 92705
(714) 000-0000

Your Letter: Your Difference on Paper

Directions: Now you try it. Use the information that you wrote on the previous page to complete this letter.

Today's date

Name of person you are writing to, use Mr./Mrs./Ms./Miss

Street address

City, State, zip code

Dear _____,
(Name of person above)

I am writing to you about a problem _____

Thank you for your time and consideration,

(your signature)

Your name (printed)

Your address

Phone Number (if you want a call back)

Ask your teacher to look at your letter for errors, then write it again on stationery or type it on a computer. Remember to put a stamp on the letter and mail it. Then wait for a response. If you haven't gotten a response in 2-3 weeks, call again. The squeaky wheel gets the grease!

****Bring in your stamped, addressed envelope to show the teacher before you mail it.**

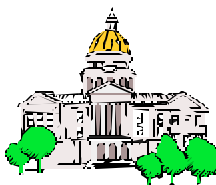
Write to the White House

1. Write a letter to the President, Vice-president, a state senator, or state representative. You will probably receive a letter response, and when you write to the President, you may receive a photo of him. You can find out the name of your senator or representative by going on the Internet to www.ca.lvw.org. Click on *Elected Reps*. Be sure to put on a stamp and mail your letter.

President's Name 1600 Pennsylvania Avenue Washington DC 20500 (202) 456-1414	Name of Rep United States House of Representatives Washington, DC 20510 (202) 224-3121
Senator's Name United States Senate Washington, DC 20510 (202) 224-3121	

2. An easy way to send a message or letter to the President or Vice-president is to go to www.whitehouse.gov. You can send them e-mail. Also, you can take a tour of the White House and learn many interesting things about it.

Try It



____ Go to www.whitehouse.gov

____ List four things that you can learn about on this site.

____ Click on *Tours* on the home page. Tour the White House to decide which room there is the most interesting to you.

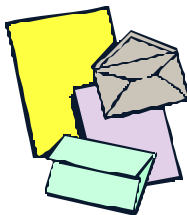
Which one? _____

Why? _____

____ Click on *Contact* on the home page. Choose who you want to e-mail. Think about what you want to say—a compliment, describe a concern that you have, tell about your experience here in the U.S., etc. Your e-mail can be short. It does not need to be long.

COMMUNITY

Making a Difference on Paper



CHECKLIST: Check ✓ each worksheet when you finish.

- _____ Letter Writing (page 2)
- _____ Defining a Neighborhood Problem (page 3)
- _____ Call About a Problem (page 4)
- _____ Prepare to Write about the Problem (page 5)
- _____ Get Busy and Write! (page 6)
- _____ Sample Letter: Making a Difference on Paper (page 7)
- _____ Your Letter: Your Difference on Paper (page 8)
- _____ Write to the White House (page 9)

I have finished all the worksheets and activities.

Student's Signature

Teacher's Signature

COMMUNITY

Pitching In



Level:	Intermediate ESL
Materials Needed:	Telephone
Technology Needed:	Internet Access

Volunteerism and Community Involvement

Directions: Use your dictionary to look up these words. Write definitions on the lines.

volunteer v. _____

involvement n. _____

pitch v. _____

convalescent adj. _____

campaign n. _____

arboretum n. _____

Directions: Read the information below.

One way to get involved in your community is to volunteer. Volunteering helps to make your community better. People volunteer once a year, once a month, once a week, or as your time permits. Another reason to volunteer is that you can learn more English and practice it in your community. You also get work experience. Some volunteer jobs turn into paying jobs.

There are many different places to volunteer in your community. On Handout #2, you will answer questions that will help you decide where you might volunteer. Places that need volunteers are listed, too.

Maybe you never thought about volunteering because you work and go to school. Remember, volunteering in a museum, library, or with a kids' soccer team, is a great way to practice English and make new friends.

Directions: Write four reasons why many people volunteer.

1. _____ 2. _____

3. _____ 4. _____

Questionnaire for Community Involvement “Pitching In”

Helping Hands--You can make a difference!

Directions: Below are some ideas for places you can **pitch in** for your community. Answer each question by circling *yes* or *no*.

Remember—you can volunteer once a year, once a week, or in the time that you have. Also, it’s a great way to learn and practice your English.

1. Do you enjoy working with children? (yes no)

- * Boy Scouts of America
- * Girl Scouts of America
- * YMCA
- * YWCA
- * Big Brothers of America
- * Big Sisters of America
- * a local school or preschool
- * children’s sport’s coach
- * children’s church group



2. Do you enjoy working with Senior Citizens? (yes no)

- * Community Center
- * a convalescent home
- * Meals on Wheels

3. Do you like politics? (yes no)

- * help a political party of your choice
- * work at a polling booth
- * help pass out campaign information

4. Do you like to help sick people? (yes no)

- * local hospital
- * convalescent home

5. Do you like to work outdoors? (yes no)

- * a college arboretum
- * local preserved area or nature center

6. Do you like to work with animals? (yes no)

- * local animal shelter
- * local zoo



7. Do you enjoy libraries or museums? (yes no)

* library

* museum

8. Do you want to help your own community? (yes no)



Can you...? Read the ideas and circle your answer.

a. Go to a school in your neighborhood and ask what you can do to help. Be prepared to do almost anything. (yes, maybe, no)

b. Bring a cooked meal a sick neighbor or invite a lonely neighbor over to eat. (yes, maybe, no)

c. Pick up some groceries for a senior citizen while you're at the store. (yes, maybe, no)

d. Carpool with neighbors to and from school. (yes, maybe, no)

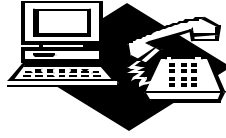
e. Pick up mail/newspapers for a neighbor while they're on vacation. (yes, maybe, no)

List other ideas that you have about how to make a difference in your community.
Talk with your classmates or with a partner.

1. _____
2. _____
3. _____
4. _____
5. _____

Using the Internet

Pitching in and Volunteering in my Community



1. Go to the Internet.
2. Type www.google.com and click **Go**.
3. In the box, type in the actual name of a local place where you'd like to consider volunteering or type in **Volunteer Orange County, California** and press **enter**.
4. Look at the sites that come up, locate the one you want, and click on it.
5. Answer the questions below.

What is the complete name of this place on the website?

What is the street address?

What is the phone number? _____

Is there an e-mail address? (Yes, No) What is it? _____

Is there a person listed to call? (Yes, No) Name of the person _____

What kind of help do they need? _____

Write other website information that you think is important. _____

Phone Record: Helping In My Community

Directions: Prepare to make a phone call to discuss volunteer opportunities at the site you found on the Internet. Even if you don't think that you will volunteer there, practice your English and make the call. Practice this conversation before you call. If possible, practice it several times with a partner. You can change the underlined information.

Volunteering at the Library

You: Hello, I'd like to speak to someone about volunteering.

Clerk: OK, you need to speak to Jane Berry at extension 2234. I'll put you through.

You: Hello, my name is _____ and I'm taking a class about community involvement. I need to get information about volunteer opportunities there. Can you help me?

Employee: Yes, my name is Jane Berry. How interesting. Well, we always need help with **shelving books** and **checking out books**. Are these things you might be interested in doing? (putting books on shelves /scanning books before they leave the library)

You: Well, I don't know. I work and go to school, so my schedule is busy. How often do people volunteer?

Employee: Some come in once a week on Saturday morning. Others come once a month.

You: How many volunteers do you have?

Employee: We have about 46 regular volunteers.

You: When do you need volunteers?

Employee: We need volunteers Monday-Friday between 10AM and 7PM.

You: My English isn't perfect. Is that a problem?

Employee: I don't think so. You are doing fine now talking to me. Are you bilingual? We often need help with customers who speak another language.

You: Yes, I am.

Employee: That's great!

You: Thank you very much for your time.

Employee: You're welcome. Just call me again if you think that you want to volunteer.



Volunteer Phone Log

Directions: Now, take the information about a site that you have, call, and ask the questions below. Write down the answers, either during the call or after the call. Try to relax!



You: Hello, I'd like to speak to someone about volunteering. Who can I speak to?

Person's name _____ at extension #_____.

You: Hello, my name is _____ and I'm taking a class about community involvement. I need to get information about volunteer opportunities there. Can you help me? What kind of volunteers do you need?

Kind of volunteer help needed: _____

You: How often do people volunteer?

How often people volunteer: _____

You: How many volunteers do you have?

Number of volunteers: _____

You: Which days and hours do you need volunteers?

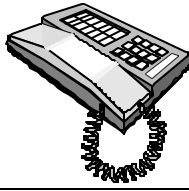
Days and times needed: days _____ hours _____

You: My English isn't perfect. Is that a problem?

(Circle one.) Yes or No

You: Thank you very much for your time.





Phone Call Evaluation

Directions: Think about your call and answer the questions below about it. How did it go?

Name of place you called: _____

Date of call _____ Time of call _____

Did you speak to a person or an answering machine? _____

Name of the person you spoke to on the phone _____
(first and last)

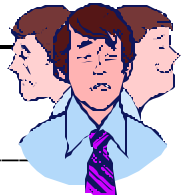
Phone # called (____) _____

If you spoke to an answering machine, what did the message say? What message did you leave?

If you spoke to a person, describe your conversation. _____

What kind of volunteer opportunities are there? _____

How did you feel during and after the call? (nervous, comfortable, excited, etc.)



What's the next step in becoming a volunteer at this place? Will you try it? Why or why not?

Talking To People in Your Community

Talking to people can be a great way to practice your English! Use the chart below to interview people and learn more about getting involved in your community. It's the American way! Practice asking these questions to a couple classmates before you go out.



Directions: Find at least 4 people who have volunteered before. Ask the questions below and write a short answer. Be sure that you thank them. Enjoy your conversations!

	1 st Person	2 nd Person	3 rd Person	4 th Person
1. What's your name?				
2. Do you volunteer anywhere?				
3. Where do/did you volunteer?				
4. What do/did you do?				
5. Why do/did you do it?				

Make a difference in your community— get involved!

COMMUNITY Pitching In



CHECKLIST: Check ✓ each worksheet when you finish.

_____ Volunteerism and Community Involvement

_____ Questionnaire—Pitch In

_____ Using the Internet

_____ Phone Record—Helping in My Community

_____ Volunteer Phone Log

_____ Phone Call Evaluation

_____ Talking to People in Your Community

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

COMMUNITY

Solving a Problem by Phone



Level:	Intermediate ESL
Materials Needed:	Telephone Directory (white pages)
Technology Needed:	None

What Are Some Community Problems?

Directions: Use the following list to write sentences about problems in your community. Think of two other community problems. Think of one or two possible solutions to each problem.

PROBLEM	SENTENCE	POSSIBLE SOLUTION
Graffiti	<p><i>There is a lot of graffiti on the walls at the corner of 5th and Fairview.</i></p> <p><i>There are a lot of bad words on the walls at the corner of 5th and Fairview.</i></p>	<p><i>I could call the city and have them paint the wall</i></p> <p><i>I could call the police and tell them about the problem.</i></p>
Gangs		
Drugs		
Trash		

Using the White Pages



Directions: Pick one problem that is the most important to you. Look up the phone numbers of a person or agency that might help you to solve the problem.

Example: Problem: Stray dog
 Agency: Animal Control
 Phone Number: 714 935-6848

I. Which problem is most important to you and your neighborhood?

II. Write phone numbers here from your local phone book of a person or agency that might help you with this problem.

<u>Agency</u>	<u>Phone Number</u>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

III. Here are some ideas you should consider when you make a call.

- Use polite words like “please” and “thank you”.
- Be friendly and have a cooperative attitude.
- Speak slowly and clearly.
- Stay calm.



Sharing Your Problems

Directions: Practice the following conversation with two other people.

A: you

B: receptionist/operator

C: the person who can help you

SAMPLE CONVERSATION

A: My name is (*your name*) and I am calling to tell you about a problem in my neighborhood. May I please speak to someone who can help me?

B: What kind of problem is it?

A: There is a lot of graffiti on the walls at the corner of 5th and Fairview in Santa Ana.

B: I will transfer you to *Yolanda*. She may be able to help you.

C: Hello! How may I help you?

A: I am calling to let you know that there is a lot of graffiti on the walls at the corner of 5th and Fairview.

C: I will have someone take care of that problem immediately.

A: Thank you very much.

C: Thank you for letting us know about it.



Report a Community Problem



Directions :

1. Think of a real community problem.
2. Make a call to the correspondent agency.
3. Fill out the following phone record and return it to the learning center to show that you have completed this assignment.

Suggestions :

You might call the local library. Ask them whom to call and how to solve the problem.
You only have to call about one problem but you may need to make more than one phone call before you reach your final destination.

PHONE RECORD

Your Name _____

Date Of Call	Time Of Call	Name Of Place Called	Name Of Person You Spoke To	Check This Box If You Spoke To An Answering Machine	Message Left On The Answering Machine

COMMUNITY

Solving a Problem by Phone



CHECKLIST: Check ✓ each worksheet when you finish

___ What are Some Community Problems?

___ Using the White Pages

___ Sharing your Problems

___ Report a Community Problem

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

HEALTH

Choosing a Dentist



Level:	High Intermediate ESL
Materials Needed:	Telephone Directory (yellow pages)
Technology Needed:	Internet Access

Choosing a Dentist: Ask a Friend



Directions: Read.

When people are healthy, they don't think about doctors. But do you know that when people are healthy, they **SHOULD** think about doctors?

Welcome to our center. In this lesson, you are going to learn how to choose a dentist.

How can you find a dentist that is good for you?

One of the best ways to find one is to ask your friends for a referral. If your friend has visited a particular dentist, and was satisfied with his service, he will recommend him.

What will you ask your friend? You might ask him:

- Do you have a dentist?
- Where is his office located?
- How long does it take before I can see him?
- What kind of dental work did he perform?
- What is his fee for an office visit?
- Does he accept insurance?
- How long have you used his service?
- Were you satisfied with his service?
- Do you recommend this dentist?



Synonyms



Words that mean the same or nearly the same are called **synonyms**.

Directions: Draw a line from each word on the left to its synonym on the right.

choose	suggest
recommend	price
fee	content
satisfied	do
healthy	select
referral	take
accept	not sick
perform	recommendation

Fact and Opinion

A **fact** is something that can be proven. An **opinion** is a feeling or belief about something and cannot be proven.

Example: **Fact**

An apple
is a fruit.

Opinion

I like
apples.

Directions: Read these sentences about selecting a dentist. Then write **F** next to each fact and **O** next to each opinion.

- _____ 1. I have a dentist.
- _____ 2. His office is located on Main Street.
- _____ 3. I think he is busy. You won't see him soon.
- _____ 4. He cleaned my teeth and filled a cavity.
- _____ 5. I don't think that he charges a lot of money.
- _____ 6. He accepts insurance.
- _____ 7. I have used his service since I moved to Santa Ana.
- _____ 8. I am very satisfied with his work.
- _____ 9. He's the best dentist in the area.
- _____ 10. A friend recommended him.



Choosing a Dentist: Talk to the Receptionist



Directions: Read.

You might not have a friend who can recommend a dentist. You might have to find a dentist by yourself. A good place to find a dentist is in the TELEPHONE DIRECTORY. You will have to look in the YELLOW PAGES section of the directory. The yellow pages list businesses and services.

Here are the questions you can ask the receptionist:

- *How long has the dentist been **in practice**? How long has he been a dentist?*
- *Did he graduate from an **accredited university**?*
- *Does he accept insurance? Which insurance does he accept?*
- *What are his **fees**? How much does he **charge** for teeth cleaning or a simple filling?*
- *Where is the office located?*
- *What are the office hours?*
- *When is the next available appointment for teeth cleaning or a **simple filling**?*

Vocabulary
in practice – working
accredited university – a recognized university
fees – charges
charge – ask for payment
simple filling – dental work that fills a cavity in the tooth

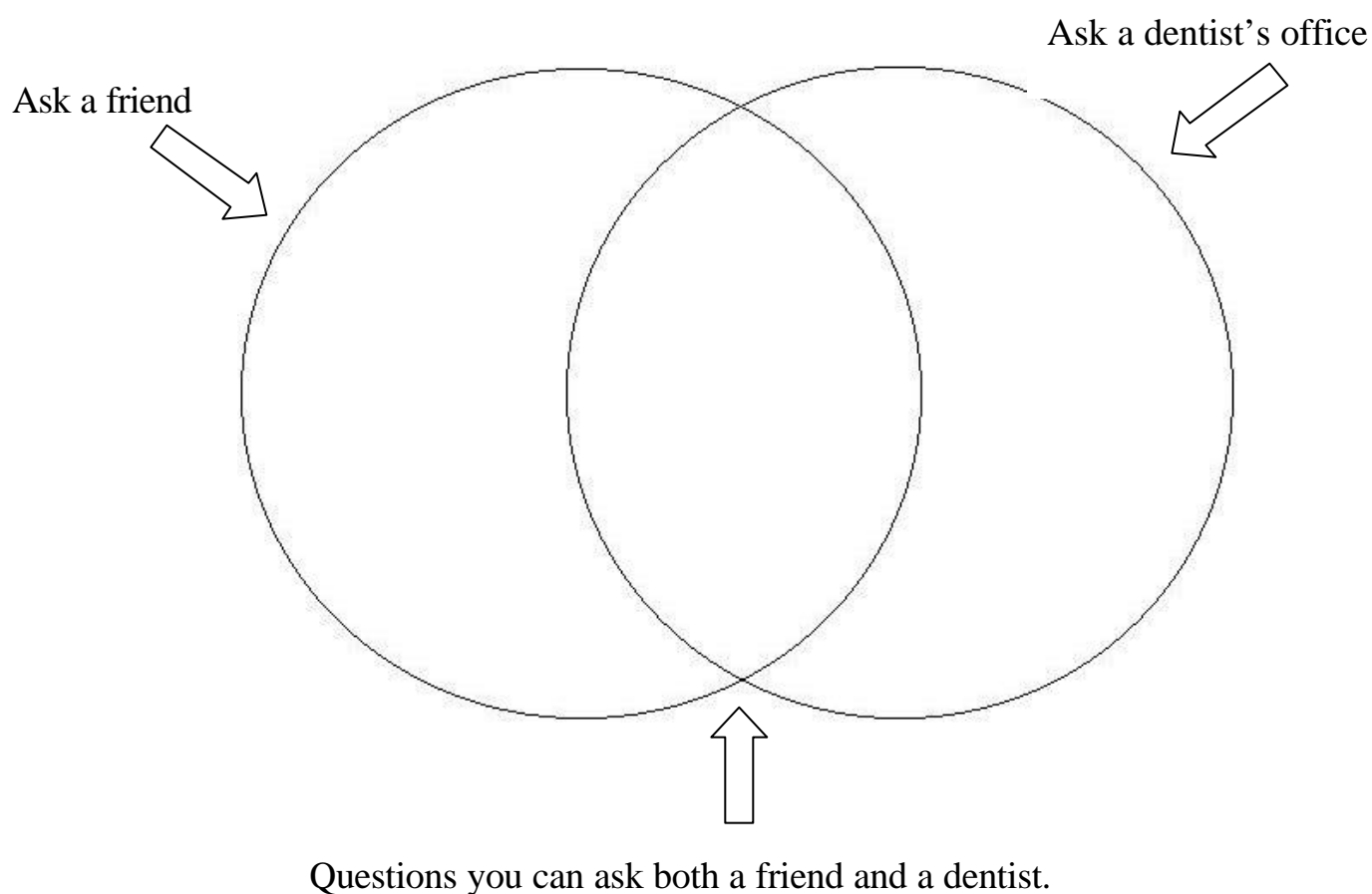
When you have this information, choosing a dentist will be easy!

Venn Diagram

A **Venn Diagram** is a diagram that shows how two things are the same and different.

Directions: Look back at the questions that you might ask a friend and the questions you might ask a dentist's office.

1. In the first circle, write the questions that you might ask a friend. (Example: Do you have a dentist?)
2. In the second circle, write questions that you might ask a dentist's office. (Example: How long have you been in practice?)
3. Where the two circles overlap, write the questions that you can ask both a friend and a dentist's office. (Example: Where is the office located?)



Orange County Health Care Agency

The Orange County Health Care Agency offers low-cost or free dental care to people who qualify for this service. You will need to visit or call the Agency. It is located at:

Orange County Health Care Agency
Dental Health Program
(714) 834-8408

1725 W- 17th Street
Santa Ana

It is on the north side of the street. It is west of Bristol Street. It is between Bristol and Fairview.

Directions: Circle the Orange County Health Care Agency on the map below.



When you visit the agency, you will be asked to complete some forms. The most important form will ask for personal information. This information is necessary to process your application.

Community Task: Go to the Orange County Health Care Agency. Ask for the forms for low-cost or free dental services. Bring the forms back to the center and complete them.

Health Care Application

Directions: Fill in the spaces with the information.

Personal Information

--	--	--

surname

given name

maiden name

--	--

DOB

SS#

--	--	--	--

residence

city

state

zip code

VOCABULARY

surname - family name, last name

given name - first name

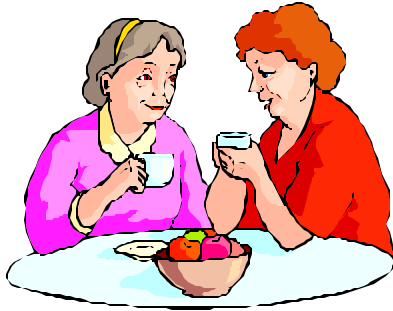
maiden name - for women only: family name before marriage

DOB - date of birth

SS# - Social Security number

residence - address

Ask a Friend



Directions: Ask 3 people (neighbor, friend, classmate) if they can recommend a dentist. Use the questions that you learned in the lesson. Write the names of the dentists below.

Dentist	Address	Phone Number

Find a Dentist in the Yellow Pages



Directions: Get the yellow pages telephone directory.

Directories are always in alphabetical order. To find a dentist, look in the yellow section with words that begin with the letter “D”.

Write the names and telephone numbers of 3 dentists below:

Dentist's Name	Telephone Number

Dentistry Online



1. Go to the Internet.
2. Type. www.healthfinder.gov and click **Go**.
3. In the search box, type dentist.
4. Write 5 of the websites that are listed in blue.

1. _____
2. _____
3. _____
4. _____
5. _____

5. Click on one of the websites. What information can you find there?

HEALTH

Choosing a Dentist



CHECKLIST: Check ✓ each worksheet when you finish.

___ Choosing a Dentist: Ask a Friend (page 2)

___ Synonyms (page 3)

___ Fact and Opinion (page 4)

___ Choosing a Dentist: Ask the Receptionist (page 5)

___ Venn Diagram (page 6)

___ Orange County Health Care Agency (page 7)

___ Health Care Application (page 8)

___ Ask a Friend (page 9)

___ Find a Dentist in the Telephone Directory (page 10)

___ Dentistry Online (page 11)

I finished all the worksheets and activities.

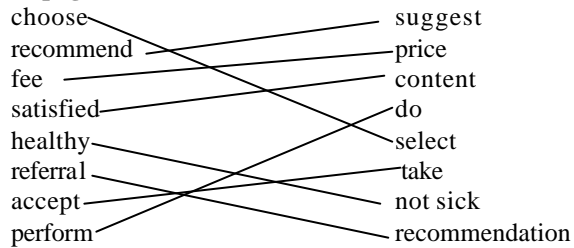
Student's Signature

Instructor's Signature

ANSWER KEY

Choosing a Dentist

Synonyms (page 3)



Fact and Opinion (page 4)

1. fact
2. fact
3. opinion
4. fact
5. opinion
6. fact
7. fact
8. opinion
9. opinion
10. fact

Venn Diagram (page 6)

Answers will vary.

HEALTH

Skin Cancer



Level:	Intermediate ESL
Materials Needed:	None
Technology Needed:	Internet Access

What Is Skin Cancer?

Directions: Read about skin cancer and answer the questions below.

Skin cancer is a disorder of the skin. There are three basic types of skin cancers.

- basal cell carcinoma
- squamous cell carcinoma
- malignant melanoma

Basal cell carcinoma grows very slowly, and rarely spreads. It often looks like a sore, and usually appears on the face.

Squamous cell carcinoma typically appears on the face, especially near the lips and around the ears. It may also appear on the hands. It looks like an open sore that gradually get bigger.

Malignant melanoma is the most dangerous type of skin cancer. It is the most dangerous because it may spread to other parts of the body. Malignant melanoma usually takes the form of a dark, raised lump, and is usually an irregular shape. Any mole, lump, or area of discolored skin should be examined by a dermatologist because it can be cancerous.

1. What type of skin cancer is the most dangerous? _____
2. Which type of skin cancer rarely spreads? _____
3. What two types of skin cancer usually appear on the face? _____

Visit your doctor immediately if you have any skin discoloration or unusual growth.



Cancer Vocabulary

Directions: Use the Internet to help you learn more about skin cancer.

1. Go to the Internet.
2. Type www.melanoma.com and click **Go**.
3. Click on the **Glossary**.
4. Look up these words and write the definitions.

basal cell carcinoma:

benign:

biopsy:

dermatologist:

malignant:

metastasis:

moles:

squamous cell carcinoma:

sun protection factor:

UV radiation:

Are You at Risk for Skin Cancer?

Directions: Read.

If a person is at risk, that means that his chances for having cancer will be higher than a person who is not in the same group.

People who are at risk are:

- People who have fair skin and light eyes.
- People who live in a sunny climate.
- People who work outdoors a lot.
- People who sunbathe.
- People who do not use protection against the sun's harmful rays.
- People who are middle- age or elderly.
- People who have moles, freckles, or unusual growths.
- People who have a family history of skin cancer.
- People who, as children, were sunburned.

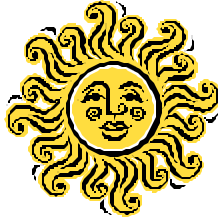
Directions: Take the quiz below to see if you are at risk for skin cancer.

- | | | |
|---|------------------------------|-----------------------------|
| 1. Do you have fair skin and light eyes? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 2. Do you live in a sunny climate? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 3. Do you work outdoors a lot? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 4. Do you sunbathe? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 5. Do you forget to use sun protection? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 6. Are you middle- aged or elderly? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 7. Do you have moles, freckles, or unusual growths? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 8. Do you have a family history of skin cancer? | yes <input type="checkbox"/> | no <input type="checkbox"/> |
| 9. Did you get sunburned as a child? | yes <input type="checkbox"/> | no <input type="checkbox"/> |

How many times did you mark yes? _____

The higher the number, the higher you are at risk for skin cancer.

How Can You Protect Yourself?



Directions: Read about skin cancer prevention.

The best way that you can protect yourself from the dangers of skin cancer is prevention.

Skin Cancer Prevention Is Easy!!

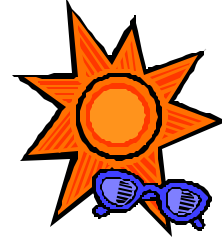
Follow these easy rules:

1. Don't stay outdoors for long periods of time, especially between the hours of 10AM and 4PM.
2. Always use a sunscreen lotion with an SPF (sun protection factor) of at least 15. This blocks the sun's harmful rays.
3. Wear protective clothing. This will prevent sunburn.
4. Examine yourself at least once every three months. Report any changes in skin to your doctor.

Directions: How do you protect yourself and your family from the sun? Write down 4 ideas.

1. _____
2. _____
3. _____
4. _____

Sun Protection



1. Go to the Internet.
2. Type www.skincancer.org and click **Go**.
3. Click on **Sun Safety**.
4. Read “Sun Safety – How to protect yourself and your family.”
5. Write three suggestions that you learned from this article.

1. _____

2. _____

3. _____

6. On the left, click on **FAQ** (frequently asked questions). Click on the following questions and write down the answers. Scroll down the page for more questions.

1. Do sunscreens prevent skin cancer? _____

2. How should I use a sunscreen? _____

3. What does SPF mean? _____

4. At what time of day is the sun most dangerous? _____

5. Does clothing provide good protection? _____

6. Why are sunglasses important? _____

HEALTH

Skin Cancer



CHECKLIST: Check ✓ each worksheet when you finish.

___ What Is Skin Cancer? (page 2)

___ Cancer Vocabulary (page 3)

___ Are You At Risk For Skin Cancer? (page 4)

___ How Can You Protect Yourself? (page 5)

___ Sun Protection (page 6)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANWER KEY

Skin Cancer

What Is Skin Cancer? (page 2)

1. malignant melanoma
2. basal cell carcinoma
3. basal cell carcinoma and squamous cell carcinoma

Cancer Vocabulary (page 3)

See website for definitions.

Are You At Risk For Skin Cancer? (page 4)

Answers will vary.

How Can You Protect Yourself? (page 5)

Answers will vary.

Sun Protection (page 6)

See website for answers to FAQs.

HEALTH

Stress



Level:	High Intermediate ESL
Materials Needed:	None
Technology Needed:	Internet Access

Vocabulary

Directions: A glossary is a list of definitions of words in a text. Study the definitions below.

stress	any change in daily activity that causes pressure, worry or tension
to cope	to be able to handle or manage a situation
to slow down	to decrease activity
to accelerate	to increase activity
to loosen-up	to relax
visualization	the act of creating a picture in one's mind
journal	a notebook in which a person records feelings and events in his life
stressor	any situation that causes stress

What is Stress?

Directions: Which of the following situations is stressful? Put a check in front of the stressful situations.

- _____ Your car has a flat tire.
- _____ You receive a promotion at work.
- _____ You are taking a nap.
- _____ You will visit your family after a long absence.
- _____ You are reading a good book.
- _____ You got a parking ticket.
- _____ You are playing soccer with your friends.
- _____ You just had a new baby.



Sometimes a
happy .

Stress

Directions: Read.

Stress is universal. Every person, in every country, has stress. We are born with stress and it follows us throughout our entire life. Stress is when you are worried about paying the bills, when you are worried about being late for work, when you are worried about your mother who is far away and is sick. Stress is the same as worry, tension, or pressure.

Did you know that your body has a different definition of stress? To your body, stress is change. Anything that changes in your life is stress for your body. Sometimes the change is good. Sometimes the change is bad. Maybe you bought a new car. Maybe you broke your leg. Good or bad, this is a change in your life, and your body thinks of it as stress. If you imagine possible changes in the future, that is worrying, and that is stress too.

Anything that causes change in your daily routine is stress.

Anything that causes change in your body health is stress.

Stress is many different kinds of things: happy things, sad things, physical things, allergic things. Many people carry stress loads and do not even realize it!

Directions: Fill in the blank with the correct word.

1. Children and _____ have stress.
2. The body understands stress as any _____ in your daily routine.
3. If you think about possible changes in your life, that is _____, and that is stress too.
4. Stress is the same as tension, pressure, or _____.
5. Anything that causes changes in your daily _____ is stress.
6. Anything that causes changes in your body _____ is stress.

Physical and Emotional Stress

Directions: Read.

Emotional Stress

- ✓ You have an argument with your spouse, roommate, or friend.
- ✓ Your neighbor plays loud music and you are trying to sleep.
- ✓ Your sister thinks that you should not spend so much money on entertainment.
- ✓ Your mother thinks you should go to church more often.

These arguments, disagreements, and conflicts cause changes in your personal life. This is emotional stress.

Physical Stress

- ✓ You hurt your back when you try to pick up something heavy.
- ✓ You have a cold and a fever.
- ✓ You have an allergic reaction to some medicine.
- ✓ You have an ear infection.

These are all changes in your body condition; these all result in physical stress.

You work fourteen hours a day. You drive six hours every weekend to be with your friend. You have a great social life and go to parties every weekend. You give your body no time to rest.

Your body is like a car. If you keep driving your car, but never give it a rest, sooner or later it will break down. You will “run out of gas”, just like a car. If you continue to do this, you will possibly cause damage to your body. The effort your body makes to try to stay healthy is a major stress.

Directions: List five events that can cause emotional stress.

Example: loud music

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: List five events that can cause physical stress.

Example: extreme change in temperature

1. _____
2. _____
3. _____
4. _____
5. _____

Healthy Stress

Directions: Read.

The good news is that stress CAN be healthy! In some instances, it is actually the stress that pushes us to our limits and allows us to succeed. We are all different; consequently, we all cope with stress in a different way. At one time or other, you have certainly coped with stress in a positive way.

One example of good stress is the finish line at the end of a race. It might seem stressful to finish the race, but in reality, it is the stress that motivates us to finish the race. At work, your boss tells you that you have a deadline. The deadline keeps you focused on your work, and because you are under stress, you work faster and more efficiently.

It is your birthday and your friends are coming to visit you later this afternoon. You prepare a delicious meal and clean your house in less time than usual. Stress be a motivator and help you get work done more quickly.



Sometimes stress can

Stress Can Be Healthy!

Directions: We have all experienced stress. Remember that stress can also affect us in a positive way. List three occasions when stress was actually healthy.

Example: An employer offered workers a bonus if they were able to increase production ten percent by a certain date.

1. _____

2. _____

3. _____

Reduce Stress in Your Life

Directions: Read about how to reduce stress in your life. Do the **TRY IT!** activities.

There are three easy techniques to reduce stress. They are:

- “Slow – down activities”
- “Accelerate activities”
- “Loosen - up activities”

“Slow - down activities” are exercises that will help you to relax and reduce levels of stress. The easiest and most effective exercise can be done anywhere, and anytime. When you are very stressed, take control of your breathing. Slow down your breathing. Breathe in for five seconds, and then breathe out for five seconds.

TRY IT! Breathe in for 5 seconds (1-2-3-4-5) Breathe out for 5 seconds (1-2-3-4-5)
--

When you do this, you will find that you breathe more deeply. When you breathe more deeply, you will find that you are exchanging all the “stale air” for new, “fresh air”. Some people do this by inhaling, and then exhaling into a paper bag.

Another activity is visualization. Visualization is when we use our imagination to “see” a picture or scene in our minds.

TRY IT! Close your eyes. Relax. Take a deep breath. Visualize yourself in a pleasant situation. Let your imagination take you to a faraway place where there are no worries or fears. Go to a deserted island or the Amazon rain forest in just a few minutes while you are sitting in a comfortable chair.
--

“Accelerate activities” are exercises that will relieve stress that causes body tension. Exercise is stimulating and exhilarates the body. In addition to exercise, you might listen to some lively music. Dance. Sing. It will make you feel better. Just as important as the body is the mind. Give yourself a pep talk. Motivate, encourage and persuade yourself. Ask a

friend to join you for this exercise. Sharing your feelings with others often relieves stress.

TRY IT! Stand up and stretch. Arch your back. Stretch your arms and legs. Jump up and down. Move your body all around and let the blood circulate.

“Loosen-up activities” are exercises that relax the muscles. But in order to relax the muscles, they must first be tense.

TRY IT! Start with your facial muscles. Tighten your muscles, as if you are making an angry face. Hold it for about thirty seconds. Slowly release. Continue this with all the muscles in the body.

You will be amazed at how much tension is released. Another activity is to stand up and vigorously shake your arms and legs, and then your whole body. Then, take a deep breath and go limp all over.

Try to keep a journal. A journal is simply a notebook where you can write down your thoughts and feelings. Journaling, or writing down you thoughts is an excellent way to reduce stress. When we are in touch with our feelings, it is easier to be in control of a situation.

Directions: Make a list of activities that you would be interested in doing.

“Slow – down activities”

1. _____
2. _____

“Accelerate activities”

1. _____
2. _____

“Loosen-up activities”

1. _____
2. _____

Stress Online

1. Go to the Internet.
2. Type www.teachhealth.com and click **Go**.
3. Scroll down and click on **Checklist for Handling Overstress**.
4. Under each of the headings below, find two ideas and write them on the lines.

Reduce Your Stress Load

Get Off the Roller Coaster

Do a “Rest for Your Mind” Activity

HEALTH

Stress



CHECKLIST: Check ✓ each worksheet when you finish.

___ Vocabulary (page 2)

___ Stress (page 3)

___ Physical and Emotional Stress (page 4)

___ Healthy Stress (page 5)

___ Reduce Stress in your Life (page 6)

___ Stress Online (page 8)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Stress

Vocabulary (page 2)

- ✓ Your car has a flat tire.
- ✓ You receive a promotion at work.
- __ You are taking a nap.
- ✓ You will visit your family after a long absence.
- __ You are reading a good book.
- ✓ You got a parking ticket.
- __ You are playing soccer with your friends.
- ✓ You just had a new baby.

Stress (page 3)

1. adults
2. change
3. worrying
4. worry
5. routine
6. health

Physical and Emotional Stress (page 4)

Answers will vary.

Healthy Stress (page 5)

Answers will vary.

Reduce Stress in your Life (page 6)

Answers will vary.

Stress Online (page 8)

See website for possible answers.

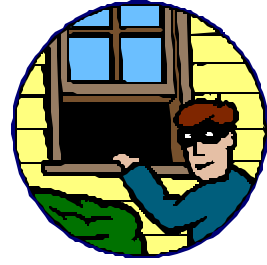
PERSONAL SAFETY

Preventing Crime At Home



Level:	Intermediate ESL
Materials Needed:	White Pages
Technology Needed:	None

Making Your Home Safe

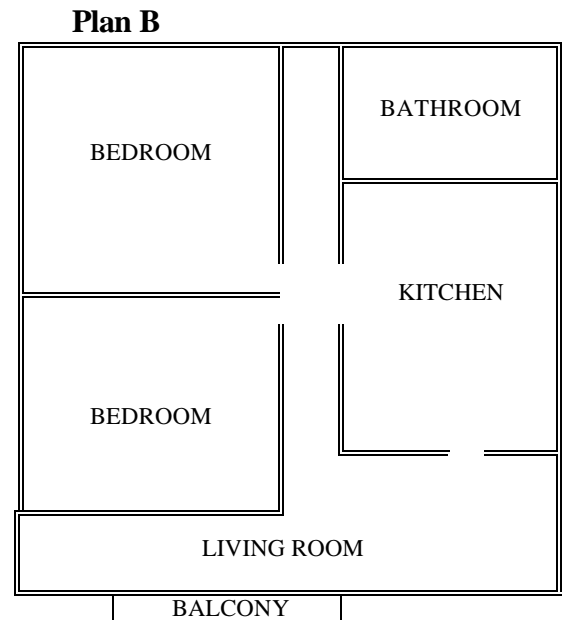
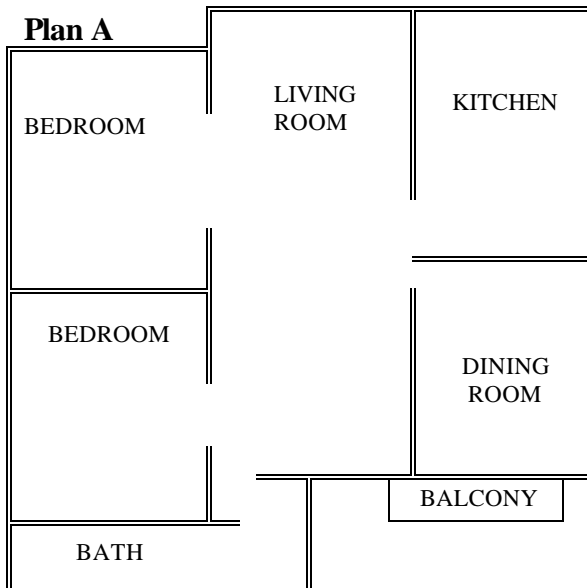


Directions: Read about making your home safe.

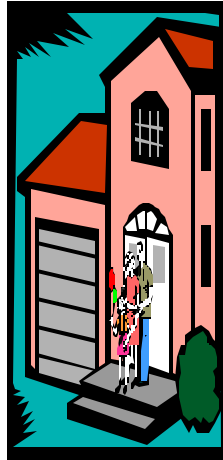
By taking a few simple precautions, you can reduce the risk to yourself and also discourage those who commit crimes. What is involved is getting some sturdy locks.

- ✓ Even though a thief will probably find a way into your apartment/home if he really wants to, if the burglar can't break the lock in a few minutes or less he/she will probably give up. Always keep entrance doors secured with deadbolt locks. You should install a viewer/peep-hole in your front door.
- ✓ Use secure locks on windows and sliding patio/doors where you can insert a metal or wooden pole. Have good lighting, in working condition at all entrances. Install lights around the outside of your home

Directions: Look at the two floor plans below. Pick the one that looks like your home the most. You can choose the floor plan that most closely looks like your own home. If you want, you can draw your own on another piece of paper. On the floor plan, put an X on the places where doors need to have locks, and put a Y on the places where windows need to be secured.



Home Safety Story



HOME SWEET HOME

Directions: Find definitions for the new words. Then complete the story with the words in the box.

New Words	Definitions
1. Peephole	Brief look through a hole
2. Pickproof	
3. Intruders	

police	key	windows
peephole	pickproof	intruders

You have the right to be safe in your own home. To protect yourself and your home, you need to try to keep _____ out of your home. Never open your door without looking through the _____. Never leave your _____ under a doormat or in a flowerpot. When leaving your home, always lock all doors and _____. Have locks for your doors that are _____. Report all suspicious crimes to the _____ immediately.

Crime Report–5 W’s



If you come home and find a door or window open or signs of forced entry, do not enter. If you see criminal or suspicious activities nearby, immediately notify the police. They will ask you questions using the following five **W’s** so it’s important for you to know them.

1 **WHO-** is the person or persons or the perpetrator) 2 **WHAT-** is the event or happening itself – answers the question of what happened.3 **WHERE** - is the location or place of the crime
4 **WHEN-** is the time, day or date the event happened and 5 **WHY-** is the motive (or cause) of the incident that happened.

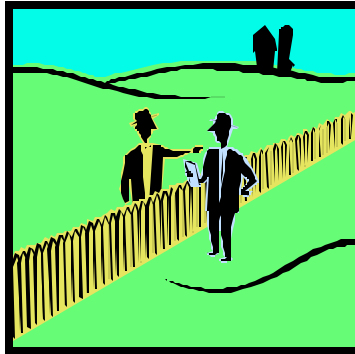
Directions: Read the story and be ready to give a crime report by using the 5W’s.

One afternoon Maria was looking out her window at home. She saw two men with a color TV. They were carrying it to their truck. She went outside to talk to them. “Are you TV repairmen?” she asked. They said that they were. Then she told them that she too had a TV that wasn’t working. There had been reports of strangers in the neighborhood, but she was not worried. She asked them to take her broken TV along with the other one. “Sure,” the men said. “We’ll take your television.” Then Maria gave them her color TV. The men put the two televisions in their truck and drove away. Maria never saw her television again. (That’s because the two men were not TV repairmen. They were robbers!) Poor Maria.

WHAT ARE THE FIVE W’S FOUND IN THE STORY?

WHO	
WHAT	
WHERE	
WHY	
WHEN	

Know Your Neighbors



Do you know your neighbors, their children, their cars? Do you know who is home during the day and who is away? Do you know who belongs on your street and who is a stranger?

Find the number of your local police department. Write the number here: _____

Ask the Crime Prevention Unit to send you information on how to start a Neighborhood Alert program on your block.

Directions: Write down the names, addresses and telephone numbers of three neighbors who you could contact to see if they are interested.

Name: _____

Address: _____

Phone number: _____

Name: _____

Address: _____

Phone number: _____

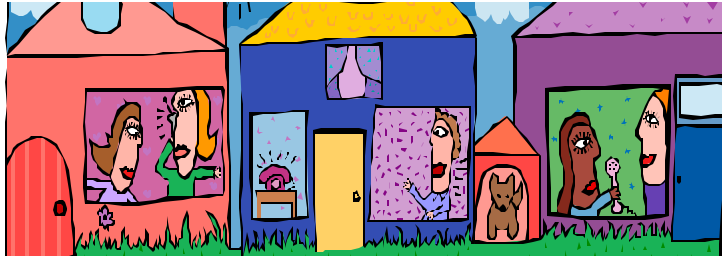
Name: _____

Address: _____

Phone number: _____

PERSONAL SAFETY

Preventing Crime at Home



CHECKLIST: Check ☐ each worksheet when you finish.

___ Making Your Home Safe (page 2)

___ Home Safety Story (page 3)

___ Crime Report- The 5 W's (page 4)

___ Know Your Neighbors (page 5)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Preventing Crime at Home

Home Safety Story (page 3)

Definitions:

Pickproof – Term that describes breaking a lock.

Intruders – Strangers who are unwelcome.

1. intruders
2. peephole
3. key
4. windows
5. pickproof
6. police

Crime Report- The 5 W's (page 4)

Who: Maria.

What: Burglars pretended to be TV repairmen

Where: Maria's home.

When: One afternoon.

Why: Burglars wanted to steal TV.

PERSONAL SAFETY

Getting Ready for Disaster



Level:	Intermediate ESL
Materials Needed:	Telephone Directory (white pages)
Technology Needed:	Internet Access



First Aid and Survival

People often forget they can easily find help in an emergency in the First Aid and Survival Guide in the first few pages of their local phone book.

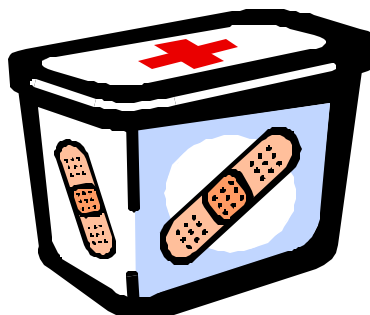
Directions: Get the White Pages. First, find the information in the front of the phone book on how to correctly dial 9-1-1. Then answer the following three questions.

1. (Please put the following in correct sequence using 1, 2, 3, 4)
After calling 9-1-1 is:
_____ Give the address and directions to find the victim
_____ Give the phone number from where you are calling
_____ Describe what happened
_____ Give your name

Directions: Circle the correct answer.

2. You should use 9-1-1-
 - A. Only in life-threatening emergencies
 - B. To complain about noise in your neighborhood
 - C. Only when there is an earthquake
3. Give your information to the 9-1-1- operator and then
 - A. Hang up the phone and re-dial
 - B. Go to the emergency room
 - C. Find out what to do until help arrives

Emergency Supply Check List



Directions: Below is a list of things you should have in your home to be prepared for an emergency. Read each item. Put a check next to each thing you have. Put a check next to each item you need to get.

EMERGENCY SUPPLY CHECK LIST	HAVE	NEED TO GET
stored water (one gallon per person per day)		
two-week supply of food		
three-day supply of food		
special diet food		
baby food and pet food		
flashlights and lanterns		
portable radio and batteries		
fire extinguisher		
tools including shovel, hammer, pliers, crescent wrench. portable ladder.		
garden hose		
rope		
medications and first aid kit		
sleeping bags, blankets, pillows		
tent		
walking shoes		
warm clothing		
large garbage can		
utensils and can opener		
waterproof matches		
butane stove and fuel		
first aid kit		
personal care and hygiene items,		
charcoal grill		

Earthquake Emergency Kit

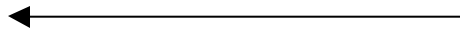
Using the emergency supply checklist from the preceding page you can start to put together your own Earthquake Emergency Kit. Please keep in mind that *water* is your **most important item**.

Remember in a severe earthquake it is possible you could be without police, fire or medical help for a few hours or up to two weeks. These supplies are essential. Each member of your family should know where the items are stored. You already have many of these items in your home so check those on the worksheet first.

Directions: Make a TO DO list of things you need to purchase.

THINGS I NEED TO BUY

1. crescent wrench



2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

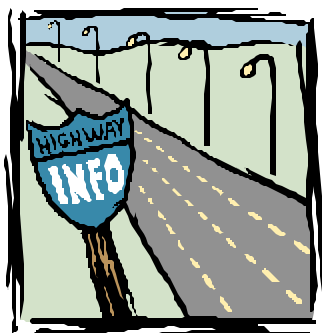
8. _____

9. _____

10. _____



Earthquake Preparedness



1. Go to the Internet.
2. Type www.oes.ca.gov and click on **Go**.
3. On the left side of the page, click on **Earthquake Preparedness**.
4. On the left side of the page, click on **Earthquake Planner**.
5. Scroll down to **INDIVIDUAL, FAMILY, HOME, AND COMMUNITY PLANNER**:
6. Write down three suggestions under Individual and **Family Preparedness**.

1. _____
2. _____
3. _____

7. Write down three suggestions under **Home Preparedness**.

1. _____
2. _____
3. _____

Campus Security Interview

Directions: Campus security people are easy to find around your school campus. They are friendly and not hard to talk to. Find one of them and ask him the questions below. Write down what he says. If you want to find out more about how they plan to protect you in case of a disaster, add some of your own questions to the list.

1. Where is the safest place to be during an earthquake at school?

2. Where is the campus first aid kit stored?

3. Will we be allowed to leave campus?

4. Will we be allowed to use the phone?

5. Do campus personnel take CPR or first aid training?

6. Do you have water and food stored in case of an emergency?

7. Where will the command post be located?

8. What should we do if the electricity goes out?

9. How often does the campus have earthquake drills?

YOUR QUESTIONS:

1.

2.

PERSONAL SAFETY

Getting Ready for Disaster



CHECKLIST: Check off each worksheet when you finish.

- _____ First Aid and Survival (page 2)
- _____ Emergency Supply Checklist (page 3)
- _____ Earthquake Emergency Kit (page 4)
- _____ Earthquake Preparedness (page 5)
- _____ Campus Security Interview (page 6)

I finished all the worksheets and activities.

Student's Signature

Instructor's Signature

ANSWER KEY

Getting Ready for Disaster

First Aid and Survival (page 2)

1. 3 Give the address and directions to find the victim
 1 Give the phone number from where you are calling
 4 Describe what happened
 2 Give your name
2. A
3. C