CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 52-01-53               REVISED: April/2002

TITLE: FAMILY HISTORY/PERSONAL RECOLLECTION

DEPARTMENT: Programs for Older Adults

CREDITS: 0*               HOURS: 60

APPORTIONMENT NO.: 08.083.305

COURSE DESCRIPTION:
This competency-based course presents step-by-step techniques in reviewing and recording recollections from one’s life as a legacy for children and grandchildren, and as a personal record of one’s growth and experiences.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org
A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (Education Code Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

GOALS AND PURPOSES

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against prestated standards.

Competency-based instruction provides immediate and continual repetition and In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.
COURSE OUTLINE COMPETENCY-BASED COMPONENTS
(continued)

Course Outline Components

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTED FOR EACH UNIT

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructors monitor students’ progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.
ACKNOWLEDGMENTS

Appreciation is expressed to ALICE ROMANO, BERNARD SELLING, JEANETTE SHELBURNE, ARLENE TORLUEMKE and THERESA WILLIAMS for their work in the revision of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency based.

BARBARA LEVIN
Specialist
Programs for Older Adults

DOLORES DíAZ-CARREY
Director
Instructional Services

APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education
## A. INTRODUCTION
Understand philosophy, goals and content of course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Identify course content.</td>
</tr>
<tr>
<td></td>
<td>2. Discuss general classroom rules and procedures.</td>
</tr>
<tr>
<td></td>
<td>3. Discuss importance of the following personal skills in the classroom environment:</td>
</tr>
<tr>
<td></td>
<td>a. positive attitude</td>
</tr>
<tr>
<td></td>
<td>b. self-confidence</td>
</tr>
<tr>
<td></td>
<td>c. honesty</td>
</tr>
<tr>
<td></td>
<td>d. perseverance</td>
</tr>
<tr>
<td></td>
<td>e. self-management/work ethic</td>
</tr>
<tr>
<td></td>
<td>f. pride in product/work</td>
</tr>
<tr>
<td></td>
<td>g. dependability</td>
</tr>
<tr>
<td>4. Discuss importance of the continued development of the following personal traits and skills to older adults:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. establishing goals for self-improvement and further education/training</td>
</tr>
<tr>
<td></td>
<td>b. initiative and leadership</td>
</tr>
<tr>
<td></td>
<td>c. importance of lifelong learning in a world of constantly changing technology</td>
</tr>
<tr>
<td>5. Discuss importance of the continued development of the following interpersonal skills to older adults:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. identifying and discussing the behaviors of an effective team</td>
</tr>
<tr>
<td></td>
<td>b. explaining the central importance of mutual respect in interpersonal relations</td>
</tr>
<tr>
<td></td>
<td>c. discussing and demonstrating strategies for conflict resolution and negotiation, and explaining their importance within the classroom environment</td>
</tr>
<tr>
<td></td>
<td>d. working cooperatively, sharing responsibilities, accepting supervision and assuming leadership roles</td>
</tr>
<tr>
<td></td>
<td>e. demonstrating cooperative working relationships and proper etiquette across gender and cultural groups.</td>
</tr>
<tr>
<td>6. Discuss the benefits personal and family history recollection.</td>
<td></td>
</tr>
<tr>
<td>7. Discuss class policies and procedures with regard to respecting personal boundaries concerning group interaction.</td>
<td></td>
</tr>
<tr>
<td>8. Identify active listening and positive feedback skills.</td>
<td></td>
</tr>
<tr>
<td>9. Compare and contrast various group feedback techniques.</td>
<td></td>
</tr>
<tr>
<td>10. Identify methods for recalling personal and family histories.</td>
<td></td>
</tr>
<tr>
<td>11. Verbalize two or three personal goals for the course.</td>
<td></td>
</tr>
<tr>
<td>12. Choose the means of recording recollections (prose, audiotape or videotape) which best meets one’s needs.</td>
<td></td>
</tr>
<tr>
<td>13. List three measures of success in a life and family recollection project.</td>
<td></td>
</tr>
<tr>
<td>15. List the various strategies to alleviate fears and facilitate personal recollection.</td>
<td></td>
</tr>
</tbody>
</table>
B. TECHNIQUES OF EXPRESSION

Understand various methods of articulating life experiences.

1. List several techniques for memory recall.
2. Discuss the importance of creating a picture in the reader’s/listener’s/viewer’s mind.
3. Explain the importance of detail and dialogue to any story.
4. Discuss the importance of setting the stage in telling a story.
5. Identify different modes of discourse (descriptive, narrative, expository).
6. Discuss the use of the five senses in description.
7. Discuss the use of sequence and transition in narrative.
8. Discuss the use of development (details, support, etc.) in expository discourse.
9. Identify traditional elements of literary structure (e.g. plot, character, figurative speech, etc.).
10. Discuss techniques of effective speaking and of oral storytelling.
11. Describe a vivid experience in one’s life.
12. Rewrite and re-record for further exploration and clarification.
13. Edit, including proof reading.
14. Share this story with the class, if desired.
15. Share the difficulties, pleasures, and/or fears experienced during this exercise.
16. Discuss and apply the following evaluation skills:
   a. Give constructive feedback to the story’s author.
   b. Evaluate one’s own work from classmates’ appraisals.
   c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.
   d. Formulate goals for improving existing story.
   e. Revise the story.

Competencies
Information: Organizes and Maintains Information/ Interprets and Communicates Information
Interpersonal: Participates as a Member of a Team
Systems: Understands Systems/ Monitors and Corrects Performance

Foundation Skills
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Reasoning
Personal Qualities: Sociability/ Self-Management
### C. THE SHARING OF ONE’S EARLIEST MEMORY

Use techniques of expression to discover one’s first memory.

1. Define first memory as that which generally precedes language development.
2. Explain the value and impact of story telling from a child’s perspective.
3. Read or listen to examples of stories told from a child’s perspective.
4. Distinguish the qualities of stories told from a child’s perspective.
5. Record first memory.
6. Share first memory with the class.
7. Discuss and apply the following evaluation skills to first memory:
   a. Give constructive feedback to the story’s author.
   b. Evaluate one’s own work from classmates’ appraisals.
   c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.
   d. Formulate goals for improving existing story.
   e. Revise the story.

**Competencies**
- Information: Organizes and Maintains Information/ Interprets and Communicates Information
- Interpersonal: Participates as a Member of a Team
- Systems: Understands Systems/ Monitors and Corrects Performance

**Foundation Skills**
- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Thinking Skills: Creative Thinking/ Decision Making/ Reasoning
- Personal Qualities: Sociability/ Self-Management

(4 hours)

### D. EARLY VIVID MEMORIES

Implement more sophisticated story-telling techniques, and find and record vivid memories from childhood and adolescence.

1. Define vivid memory as that which is never forgotten
2. Define vivid memory as being happy, sad, or neutral in nature.
3. Record in detail an early vivid memory.
4. Share early vivid memory.
5. Discuss and apply the following evaluation skills to early vivid memory:
   a. Give constructive feedback to the story’s author.
   b. Evaluate one’s own work from classmates’ appraisals.
   c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.
   d. Formulate goals for improving existing story.
   e. Revise the story.

**Competencies**
- Information: Organizes and Maintains Information/ Interprets and Communicates Information
- Interpersonal: Participates as a Member of a Team
- Systems: Understands Systems/ Monitors and Corrects Performance

**Foundation Skills**
- Basic Skills: Reading/ Writing/ Listening/ Speaking
- Thinking Skills: Creative Thinking/ Decision Making/ Reasoning
- Personal Qualities: Sociability/ Self-Management

(4 hours)
E. STORIES OF PEOPLE

Record stories about interesting people, using additional expressive techniques.

1. Identify a person of particular interest during childhood or adolescence.
2. Describe the character’s qualities (e.g. humorous, persistent, opportunistic) that made this individual interesting.
3. Record the story of this individual.
4. Focus on narrative techniques (narration, detail, physical description and dialogue) in recording the story.
5. Share the character story with the class.
6. Discuss and apply the following evaluation skills to character story:
   a. Give constructive feedback to the story’s author.
   b. Evaluate one’s own work from classmates’ appraisals.
   c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.
   d. Formulate goals for improving existing story.
   e. Revise the story.

Resources
Information: Organizes and Maintains Information/ Interprets and Communicates Information
Interpersonal: Participates as a Member of a Team
Systems: Understands Systems/ Monitors and Corrects Performance

F. STORIES OF PLACES

Focus on significant places by remembering important incidents and the persons involved.

1. Define place of importance as any place where significant events and/or people have been experienced.
2. Record a recollection about a place of importance.
3. Share the recollection with the class.
4. Discuss and apply the following evaluation skills to recollection:
   a. Give constructive feedback to the story’s author.
   b. Evaluate one’s own work from classmates’ appraisals.
   c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.
   d. Formulate goals for improving existing story.
   e. Revise the story.

Resources
Information: Organizes and Maintains Information/ Interprets and Communicates Information
Interpersonal: Participates as a Member of a Team
Systems: Understands Systems/ Monitors and Corrects Performance

Foundation Skills
Basic Skills: Reading/ Writing/ Listening/ Speaking
Thinking Skills: Creative Thinking/ Decision Making/ Reasoning
Personal Qualities: Sociability/ Self-Management
| G. STORIES OF YOUNG ADULTHOOD | 1. Define young adulthood and explore the personal significance of this period.  
| | 2. Address the following issues in writing:  
| | a. The impact of these young adulthood experiences on one’s later life.  
| | b. The factors shaping values and the family during this period.  
| | 3. Record a story regarding young adulthood.  
| | 4. Share the story with the class.  
| | 5. Discuss and apply the following evaluation skills to recollection:  
| | a. Give constructive feedback to the story’s author.  
| | b. Evaluate one’s own work from classmates’ appraisals.  
| | c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.  
| | d. Formulate goals for improving existing story.  
| | e. Revise the story.  
| | 6. Discuss issues about sharing selected recordings with family members, and compare and contrast their memories and reactions to the events described.  |

(4 hours)

Competencies  
Resources: Allocates Materials  
Information: Organizes and Maintains Information/ Interprets and Communicates Information  
Interpersonal: Participates as a Member of a Team  
Systems: Understands Systems/ Monitors and Corrects Performance

Foundation Skills  
Basic Skills: Reading/ Writing/ Listening/ Speaking  
Thinking Skills: Creative Thinking/ Decision Making/ Reasoning  
Personal Qualities: Sociability/ Self-Management
### H. STORIES OF MID-LIFE EXPERIENCES

Explore one’s mid-life experiences as it relates to personal and professional roles, as well as personal fulfillment.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define mid-life experiences in terms of career, marriage, parenting, family, and personal fulfillment.</td>
</tr>
<tr>
<td>2.</td>
<td>Define inner-monologue as an expressive tool.</td>
</tr>
<tr>
<td>3.</td>
<td>Incorporate inner-monologue into a writing/recording.</td>
</tr>
<tr>
<td>4.</td>
<td>Record a story about one’s life experiences.</td>
</tr>
<tr>
<td>5.</td>
<td>Share the story with the class.</td>
</tr>
<tr>
<td>6.</td>
<td>Discuss and apply the following evaluation skills to recollection:</td>
</tr>
<tr>
<td></td>
<td>a. Give constructive feedback to the story’s author.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluate one’s own work from classmates’ appraisals.</td>
</tr>
<tr>
<td></td>
<td>c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.</td>
</tr>
<tr>
<td></td>
<td>d. Formulate goals for improving existing story.</td>
</tr>
<tr>
<td></td>
<td>e. Revise the story.</td>
</tr>
<tr>
<td>7.</td>
<td>Identify factors leading to events throughout one’s life (i.e. reverses of fortune, tragedies met, obstacles overcome, successful endeavors).</td>
</tr>
</tbody>
</table>

#### Competencies
- **Resources:** Time, Material and Resources Human Resources Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information Interpersonal: Participates as a Member of a Team Systems: Understands systems Technology: Selects Technology, Applies Technology to Task

#### Foundation Skills
- **Basic Skills:** Reading, Writing, Listening, Speaking
- **Thinking Skills:** Creative Thinking, Decision Making, Reasoning
- **Personal Qualities:** Responsibility, Self-Esteem

---

### I. STORIES OF THE SECOND HALF OF LIFE

Focus on life after retirement and redirection.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Define the second half of life.</td>
</tr>
<tr>
<td>2.</td>
<td>List events, satisfactions and disappointments experienced personally during this phase of life.</td>
</tr>
<tr>
<td>3.</td>
<td>Record stories around a central incident from various points-of-view.</td>
</tr>
<tr>
<td>4.</td>
<td>Share the stories with the class.</td>
</tr>
<tr>
<td>5.</td>
<td>Discuss and apply the following evaluation skills to recollection:</td>
</tr>
<tr>
<td></td>
<td>a. Give constructive feedback to the story’s author.</td>
</tr>
<tr>
<td></td>
<td>b. Evaluate one’s own work from classmates’ appraisals.</td>
</tr>
<tr>
<td></td>
<td>c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.</td>
</tr>
<tr>
<td></td>
<td>d. Formulate goals for improving existing story.</td>
</tr>
<tr>
<td></td>
<td>e. Revise the story.</td>
</tr>
<tr>
<td>6.</td>
<td>Describe the qualities of middle age and old age, drawing on personal experiences.</td>
</tr>
</tbody>
</table>

#### Competencies
- **Resources:** Information: Organizes and Maintains Information/ Interprets and Communicates Information Interpersonal: Participates as a Member of a Team Systems: Understands systems/ Monitors and Corrects Performance

#### Foundation Skills
- **Basic Skills:** Reading/ Writing/ Listening/ Speaking
- **Thinking Skills:** Creative Thinking/ Decision Making/ Reasoning
- **Personal Qualities:** Sociability/ Self-Management

---

(4 hours)
<table>
<thead>
<tr>
<th>J. STORIES OF PREVIOUS GENERATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore family history and its impact on one’s life.</td>
</tr>
<tr>
<td>1. Record stories passed down from one generation to the next.</td>
</tr>
<tr>
<td>2. Discuss the process of conducting research about these previous generations.</td>
</tr>
<tr>
<td>3. Record stories using these materials.</td>
</tr>
<tr>
<td>4. Share the stories with class.</td>
</tr>
<tr>
<td>5. Discuss and apply the following evaluation skills to recollection:</td>
</tr>
<tr>
<td>a. Give constructive feedback to the story's author.</td>
</tr>
<tr>
<td>b. Evaluate one's own work from classmates' appraisals.</td>
</tr>
<tr>
<td>c. Discuss the storyteller's negative and/or positive feelings regarding the feedback process.</td>
</tr>
<tr>
<td>d. Formulate goals for improving existing story.</td>
</tr>
<tr>
<td>e. Revise the story.</td>
</tr>
</tbody>
</table>

**COMPETENCIES:**
- Resources: Time/Human Resources
- Interpersonal: Participates as Member of Team
- Information: Acquires and Evaluates Information/Interprets and Communicates Information
- Interpersonal: Participates as a Member of a Team, Negotiates to Arrive at a Decision, Works with Cultural Diversity
- Systems: Understands systems
- Technology: Selects Technology, Applies Technology to Task

**FOUNDATION SKILLS:**
- Basic Skills: Listening/Speaking
- Thinking Skills: Decision Making, Creative Thinking
- Personal Qualities: Responsibility, Sociability/Self-Management

| (4 hours) |

<table>
<thead>
<tr>
<th>K. STORIES OF ONE’S LIFE IN REVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a perspective of your life and its meaning.</td>
</tr>
<tr>
<td>1. Analyze patterns of personal behavior through the following reflective and writing techniques:</td>
</tr>
<tr>
<td>a. Build a library of significant memories (i.e., by creating a story that includes one memory from each decade).</td>
</tr>
<tr>
<td>b. Identify character qualities and traits that are present in each story from each decade.</td>
</tr>
<tr>
<td>c. Reflect on the non-events of your life.</td>
</tr>
<tr>
<td>d. Describe their impact on your life.</td>
</tr>
<tr>
<td>e. Explore moments in your life when you acted better than you thought you would.</td>
</tr>
<tr>
<td>f. Identify people on whom you have modeled your life.</td>
</tr>
<tr>
<td>g. Explore stories that define important life transitions.</td>
</tr>
</tbody>
</table>

**Competencies**
- Resources: Time, Material and Resources Human Resources
- Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information
- Interpersonal: Participates as a Member of a Team
- Systems: Understands systems
- Technology: Selects Technology, Applies Technology to Task

**Foundation Skills**
- Basic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Decision Making, Reasoning
- Personal Qualities: Responsibility, Self-Esteem, Sociability/Self-Management

| (4 hours) |
| L. STORIES OF A CURRENT PERSPECTIVE | 1. Explore the role humor plays in enhancing life’s meaning.  
2. Explore one’s present physical, mental and emotional state.  
3. List accomplishments and sources of perceived value in these later years.  
4. Identify three personal future goals.  
5. Incorporate these goals into a story.  
6. Share the story with the class.  
7. Discuss and apply the following evaluation skills to story:  
a. Give constructive feedback to the story’s author.  
b. Evaluate one’s own work from classmates’ appraisals.  
c. Discuss the storyteller’s negative and/or positive feelings regarding the feedback process.  
d. Formulate goals for improving existing story.  
e. Revise the story.  
Competencies:  
Resources: Time/Human Resources  
Interpersonal: Participates as Member of Team  
Information: Acquires and Evaluates Information/Interprets and Communicates Information  
Interpersonal: Participates as a Member of a Team, Negotiates to Arrive at a Decision, Works with Cultural Diversity  
Systems: Understands systems  
Technology: Selects Technology, Applies Technology to Task  
Foundation Skills:  
Basic Skills: Listening/Speaking, Reading  
Thinking Skills: Decision Making, Creative thinking, decision making, problem solving  
Personal Qualities: Sociability/Self-Management |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 hours)</td>
<td></td>
</tr>
</tbody>
</table>

| M. EVALUATION OF THE FAMILY HISTORY/PERSONAL RECOLLECTIONS EXPERIENCE | 1. Review personal goals for the class.  
2. Compare and contrast personal goals with actual experiences throughout the course.  
3. Discuss the personal impact of this course.  
4. Identify future plans for compositions.  
Competencies  
Resources: Time, Material and Resources Human Resources  
Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information  
Interpersonal: Participates as a Member of a Team  
Systems: Understands systems  
Technology: Selects Technology, Applies Technology to Task  
Foundation Skills  
Basic Skills: Reading, Writing, Listening, Speaking  
Thinking Skills: Creative Thinking, Decision Making, Reasoning  
Personal Qualities: Responsibility, Self-Esteem, Sociability/Self-Management |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(4 hours)</td>
<td></td>
</tr>
<tr>
<td>N. COMPILING AND PUBLISHING WRITTEN STORIES</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Understand the process of creating a book for one’s family and the publishing process.</td>
<td></td>
</tr>
</tbody>
</table>

1. Discuss methods of preserving and organizing personal stories, including use of computer and recording devices (audio, video).
2. Discuss editing techniques.
3. Discuss copyright law as it pertains publishing.
4. Discuss possible forms of publication
   a. book
   b. magazine
   c. newsletter
   d. internet webpage
5. Analyze commercial market for memoir works and possible approaches to getting published.

Competencies
Resources: Time, Material and Resources Human Resources Information: Acquires and Evaluates Information, Organizes and Maintains Information, Interprets and Communicates Information Interpersonal: Participates as a Member of a Team Systems: Understands systems Technology: Selects Technology, Applies Technology to Task

Foundation Skills
Basic Skills: Reading, Writing, Listening, Speaking Thinking Skills: Creative Thinking, Decision Making, Reasoning Personal Qualities: Responsibility, Self-Esteem, Sociability/Self-Management

(4 hours)
SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEACHER RESOURCES

Guides to Autobiographical Writing


Discussion of group dynamics of Autobiography groups, list of “sensitizing questions” to lead participants in examining their lives along with writing and memory enhancement techniques. Geared toward Older Adult writing groups.


Excellent source for breaking down important life themes and subjects for writers. Helpful for triggering memories and ideas for students. Also gives excellent writing and publishing techniques. Geared for Older Adult writing groups.


Thorough discussion of art and history of memoir writing along with many insightful techniques and literary examples. Geared toward professional level writing.


Wonderful, easy-to-read, tips on writing life stories and writing techniques. Good examples and writing exercises. Geared toward Older adults and other ages as well.


Memory enhancement, writing techniques, story structure. Geared toward professional level writing.


Excellent techniques for beginning the process of life story writing. Teaches how to uses first person, present-tense style for clear and vivid memory recall and writing. Teaches basic elements of writing and story structure. Geared toward Older Adult writing groups, also excellent for all ages.

Books for Creativity and the Writing Process


MEDIA AND TECHNOLOGY


RESOURCE PERSONS

Subject area specialist
Mentor teachers
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

A. Demonstration and participation
B. Lecture and discussion
D. Individualized instruction
E. Printed materials
F. Guest presenters
G. Multi-sensory presentation

EVALUATION

A. Handouts/tests using competencies in this course outline
B. Dictation
C. Oral/written skills demonstration
D. Teacher observation
E. Self-assessment
F. Group assessment
Definitions of SCANS Competencies

Resources
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
- Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
- Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
- Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.

Information
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
- Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
- Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
- Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.

Interpersonal
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
- Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
- Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
- Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
- Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
- Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.

Systems
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
- Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
- Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)

Technology
• Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
• Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
• Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills

Basic Skills
• Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
• Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
• Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
• Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
• Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
• Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.

Thinking Skills
• Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
• Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
• Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
• Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
• Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
• Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.

Personal Qualities
• Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
• Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
• Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
• Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
• Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.
MODEL STANDARDS for PROGRAMS for OLDER ADULTS

Program Standards for Programs for Older Adults

Programs are designed to meet the varied needs of the aging population in California ranging from retraining for a second or third career to assistance with activities of daily living. The goal of the older adult program is to educate individuals by providing lifelong learning opportunities.

Program standards for older adult programs need to be examined from the viewpoint of determining what elements are essential, and how these are to be included in all older adult educational programs.

Program Standard 1
The focus of the program is for older adults.

Program Standard 2
Program meets the needs of the subpopulations within the older adult category.

Program Standard 3
There is a collaboration and coordination of program offerings among all providers of older adult programs.

Program Standard 4
Student enrollment and participation are voluntary in older adult classes.

Program Standard 5
Program is directed and coordinated by faculty and administrators who meet the state and/or local requirements.

Program Standard 6
Program reflects the diversity of the community including ethnic, racial, economic, language, linguistic, religious, educational, and sexual orientations or gender differences. Programs and instructors are sensitive to individual differences and the ways they affect the learning process.

Program Standard 7
Program has sound repetition policy to ensure fairness, equity, and equal access for older adult students.

Program Standard 8
Courses are advertised and marketed specifically for older adults.

Program Standard 9
Classes are attended primarily by older adults.

Program Standard 10
There is a long term planning process for older adult programs that is a component of program evaluation.

Program Standard 11
Program includes standards for curriculum, instruction, and student assessment.
Curricular Standards for Programs For Older Adults

The standards outlined in this section are designed to provide direction to those involved in overall program planning, specifically, program coordinators, curriculum committees, and governing boards. Curriculum provides the structure that defines and supports instruction. These standards specify the instructional areas to be addressed as well as measures of successful implementation.

Curricular Standard 1
Curriculum for school districts and community colleges conforms to state law and statutes contained in the California Educational Code; regulations stipulated in the California Code of Regulations, Title V; Title XXII; and policies and guidelines established by the California Department of Education and the Chancellor’s Office California Community Colleges. Other providers of older adult programs may use these standards as a guideline.

Curricular Standard 2
Curriculum meets all requirements of the local state course approval processes. Programs for older adults may be offered through local school districts and community colleges in the following categories and topic areas: Community Involvement, Creative Expression, Personal and Social Identity, Employment and Training, Health Physical and Mental, Life Transitions, and Resources and Entitlements.

Curricular Standard 3
Curriculum is developed around student needs by utilizing multiple resources such as research, community needs assessment, advisory committees, and long term planning.

Curricular Standard 4
Curriculum has a logical scope and sequence to target the developmental stages of older adults.

Curricular Standard 5
Curriculum planning takes into consideration the variety of physical and mental abilities of the older adult population being served and their motivation for participation.

Curricular Standard 6
Curriculum is educational with a series of learning activities with scope and sequence that foster learning of objectives in an organized plan to create a change in attitude or behavior.

Curricular Standard 7
Course outlines are written for each course to identify purpose, goals and objectives, learning activities, methodologies, instructional strategies, evaluation, length of course, and repetition policy.

Curricular Standard 8
Course outlines are updated as part of an ongoing process.

Instructional Standards for Programs for Older Adults

The standards outlined in this section are designed as a guide for instructors in developing effective lesson planning and delivery of instruction for older adult programs.
Instructional Standard 1
Instructional Activities require that students take an active role in the learning process, transferring critical thinking to real problem solving situations in life.

Instructional Standard 2
Instructional strategies used in the classroom are developed to address varied learning styles and special needs of older adults.

Instructional Standard 3
Instruction provides older adults with opportunities to enhance their individual growth.

Instructional Standard 4
Incorporate educational technologies to improve quality of classroom instruction.

Instructional Standard 5
Communication tasks in the classroom encourage cooperative learning to enhance competence.

Instructional Standard 6
The learning environment is conducive to facilitating instruction for older adults.

Student Assessment Standards for Programs for Older Adults

Student assessment is built into each course of study. The three major components are: Initial Assessment, Formative (On Going) Assessment, and Summative (Final) Assessment. The following standards show multiple measures used in the assessment process.

Student Assessment Standard 1
Initial assessment is conducted prior to enrollment for students in classes requiring specific competencies relevant to course objectives. Assessment may be conducted by the instructor or staff member of an outside agency, or may be a self-assessment. Ultimately, enrollment in classes is voluntary.

Student Assessment Standard 2
Formative assessment is on-going. It measures student progress toward skill attainment and completion of course objectives. Results of these periodic assessments are shared with learner.

Student Assessment Standard 3
Summative, or final assessment of course competency attainment is the basis of recommendation for course repetition, advancement to the next course level or completion of course objectives.

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.