



2014 JfL Adult Curriculum Updates

Content changes:

- **Dialogue driven activities** (class discussion, pair-share, small groups) updated and added to encourage greater use of Adult Learning Principles and dialogue learning in the classroom.
- Consolidated **"Instructor's Notes"** box added at beginning of each lesson to guide instructor through all lesson activities.
- **"Foundational Message"** used in place of Optional Good News Message and placed at beginning of chapters to encourage threading this biblically-based message throughout each lesson component as opposed to tacking on to end of class. Suggestions for integrating Foundational Message included throughout.
- **"Required Tasks"** used in place of "Homework" to better capture on-the-job vocabulary and prepare students for the employment responsibility of fulfilling all required job tasks.
- **Required Tasks** included in Student Workbook to minimize additional paper/materials needed and streamline content into two books: Instructor Guide and Student Workbook; included as perforated "tear-out" pages in Student Workbooks printed by JfL.
- **"Technology Corner"** added to guide sites regarding the integration of a variety of free technology tools into the classroom experience.
- **Technology Resource Page** added to inform sites about free technology tools that are available and applicable for classroom use and ongoing integration of technology as dynamic teaching tool.
- **Job search and Résumé** sections updated to reflect modern job search techniques and résumé formats – Class 6
- **Student Surveys** added as a means to have greater, more sustained impact in the lives of students and volunteers alike; offers students critical opportunity to self-reflect and evaluate how the training has (or has not) impacted their lives—spiritually, economically, socially, and personally; designed to capture this feedback and inform JfL Site Leadership and Jobs for Life about the exciting impacts of JfL training along with opportunities to continue to improve the experience. – Classes 2 and 15
- **Cell Phone Pyramid** used in place of Car Pyramid to make more accessible analogy for ALL students, minimize any unintended messages in support of vain consumption or materialism, and clarify distinction between our God-given *value* as

inherently given (not through our effort) and our ability to increase our *marketability* to employers (through effort). – Class 3

- **Goal setting** given stronger focus to help students define and identify goals and learn how to set SMART goals. – Class 5 (new class discussion and pair-share activity)

Extracted lessons:

- 2.3 Value-Added Activity: Local Business Presentation
- 3.4 Class Discussion: Why Do Some Employees Earn More?
- 3.5 Value-Added Activity: The Features Game
- 4.8 Small Group Activity: Jack’s Decision
- 6.7 Informational Interview/Telephone Request Role Play
- 10.7 Roundtable Prep: Information Interview Questions
- 12.2 Small Group Activity – My 60 Second Commercial Round Robin
- 16.5: Activity: Jobs for Life Student Course Evaluation

Lessons made optional:

- 1.4 Presentation: Jobs for Life Graduate Journeys DVD
- 1.8 Value Added Activity: Local Business Presentation
- 2.6 Activity: Anita and Jack’s Life Journey
- 2.6 Optional Small Group Activity: Anita’s Life Journeys
- 8.4 JfL Journey Game
- 12.3 Practice Activity: Mock Interview 3

Added lessons:

- 2.2 Guided Discussion: More About Me! (added from homework)
- 2.8 Pre-Class Student Survey
- 9.4 Skill-builder: Résumé Workshop
- 11.6 Skill-builder Activity: Behavioral Interview Questions (added from homework)
- 11.4 Skill-builder Activity: Introduction to Types of Interview Questions (added from homework)
- 11.7 Skill-builder Activity: Optional Résumé Workshop
- 16.5 Post-Class Student Evaluation Survey