



interweave  
SOLUTIONS



# *ABC's of Business*

INTERWEAVE SELF-RELIANCE PROGRAM LITERACY GUIDE

## WORKBOOK

MOVING FROM POVERTY TO PROSPERITY

Self-reliance is the ability, commitment and effort to provide for the desires and needs of yourself and your family.



Self-reliance groups serve, motivate and provide accountability for each other. Members develop literacy skills and plans to improve their income, homes and communities.

# THE ABC'S OF BUSINESS

Welcome to **the ABC's of Business**.

Through this program, you will learn words and language to succeed in a business or job. You will gain literacy tools to improve income, home and community.



## A MESSAGE TO FACILITATORS

With the ABC's of Business, you will teach language and vocabulary skills by asking questions and leading discussions related to self-reliance themes, including business, jobs and education.

You may have limited teaching experience, but with this manual, you can facilitate a learning experience that will help participants improve.

While the manual is not intended as a comprehensive literacy program, it does provide specific language tools to prepare participants to engage more effectively in business, job search or vocational training.

Focus first on the needs of participants. Within each group, reading skill levels often vary. You'll want to adapt and pace learning activities and discussions to the specific needs and abilities of the group and individual participants.



# INTRODUCTION

## FACILITATOR NOTE

You will see notes throughout this manual giving ideas and suggestions to help you better facilitate your group.



## HOW FACILITATORS CAN USE THIS MANUAL

This manual consists of 15 units based on self-reliance and business themes. These materials can be used to either stand-alone or enhance more advanced self-reliance instruction.

Activities are designed to stimulate learning – with options for beginning lower-level and more advanced readers. Most units begin with a simple story about a self-reliance topic. Vocabulary in the story is controlled with letter sounds and words that become more advanced with each unit. Following the manual, you can use these sounds and words to help participants increase skills.

Follow the Prompts - REPORT, READ and DISCUSS. DISCUSS asks questions to help participants talk about business and self-reliance ideas. Select ACTIVITIES appropriate to reading levels in your group. At times you may want to divide into smaller groups based on reading levels.

At the end of each unit you will find the heading YOUR WEEKLY COMMITMENT this is a task participants will do at home during the week. At the start of the next session ask members to REPORT to the group how they completed their commitment.

*FACILITATORS: Throughout this manual there are instruction boxes like this one to help you guide your ABC's of Business learning group.*

## IF YOU ARE A PARTICIPANT

This is your manual. It is your tool to help you reach your goals.

Turn the pages. Look at the stories and activities.

Soon you will learn words and skills to find a job or start a business.



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# UNIT 1. THE ABC'S OF BUSINESS

## LEARN THE ALPHABET OF BUSINESS

Words in English are formed by combinations of the 26 letters of the alphabet. This illustrated alphabet list focuses on business and employment vocabulary. Discuss the meaning of these words, and see if your group can find other words to create a different alphabet list.



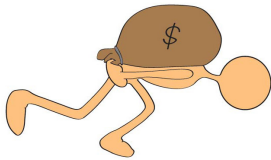
**a** - asset



**b** - budget



**c** - cash



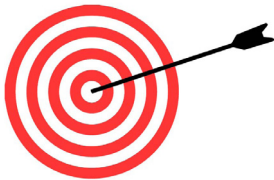
**d** - debt



**e** - employee



**f** - fund



**g** - goal



**h** - hire



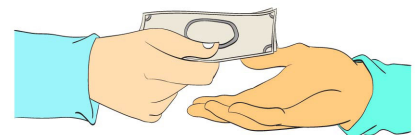
**i** - income



**j** - job



**k** - kiosk



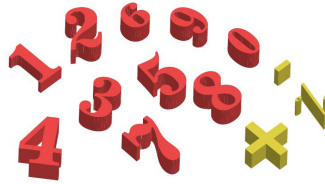
**l** - loan

# UNIT 1. THE ABC'S OF BUSINESS

## LEARN THE ALPHABET OF BUSINESS



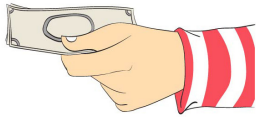
**m** - money



**n** - numbers



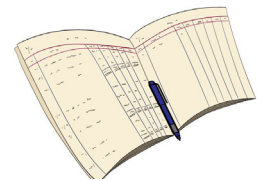
**o** - own



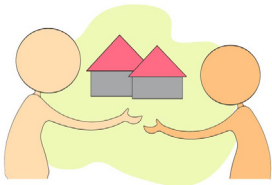
**p** - pay



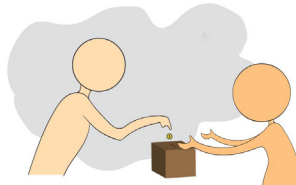
**q** - quality



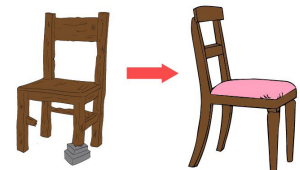
**r** - record



**s** - serve



**t** - tax



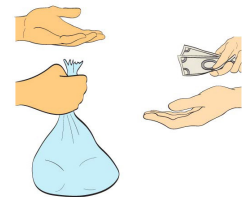
**u** - upgrade



**v** - value



**w** - work



**x** - expense



**y** - you



**z** - zero



## PRACTICE THE ALPHABET OF BUSINESS:

Practice writing the alphabet letters. Then also practice writing the same words or different business words on the lines below (See example below).

### FACILITATOR NOTE

Use this space to have participants practice writing the alphabet of business.

**Aa**    A a   A a   A a   A a    Asset    Action    Account

**Bb**    B b   B b   B b   B b    Budget    Business    Buy

**Aa**    \_\_\_\_\_

**Bb**    \_\_\_\_\_

**Cc**    \_\_\_\_\_

**Dd**    \_\_\_\_\_

**Ee**    \_\_\_\_\_

**Ff**    \_\_\_\_\_

**Gg**    \_\_\_\_\_

**Hh**    \_\_\_\_\_

**Ii**    \_\_\_\_\_

**Jj**    \_\_\_\_\_

**Kk**    \_\_\_\_\_

**Ll**    \_\_\_\_\_

**Mm**    \_\_\_\_\_

**Nn**    \_\_\_\_\_

## PRACTICE THE ALPHABET OF BUSINESS:

Oo \_\_\_\_\_

Pp \_\_\_\_\_

Qq \_\_\_\_\_

Rr \_\_\_\_\_

Ss \_\_\_\_\_

Tt \_\_\_\_\_

Uu \_\_\_\_\_

Vv \_\_\_\_\_

Ww \_\_\_\_\_

Xx \_\_\_\_\_

Yy \_\_\_\_\_

Zz \_\_\_\_\_

**YOUR WEEKLY COMMITMENT:** Practice writing letters, words or sentences from the Alphabet of Business. Practice substituting words that start with each of the letters of the alphabet to create your own list of words.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### FACILITATOR NOTE

Talk about your commitments for next week.

### YOUR WEEKLY COMMITMENT



# UNIT 2. SELF-RELIANCE

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Anna's story:*

## FACILITATOR NOTE

Read this brief story, Ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group



## ANNA'S STORY

### READ

Anna sat in the shack and looked at her kids and her cat.

She was so sad.

The family had no food.

She took her record book and saw she had debts and no cash.

She wanted to be self-reliant.

### DISCUSS

- Why was Anna sad?
- How much cash and food did she have?
- When she took her record book, what did she see?
- What could she do?
- What are some ways she can improve her life?
- How can she become self-reliant?



## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM ANNA'S STORY

Discuss the letter sounds below and write or circle words in Anna's story that include these letter sounds. What other words can you think of that have these sounds? On the board and on the lined work space at the end of this unit, write down your answers.

#### WORDS FROM ANNA'S STORY

"i" in kids  
 "a" Anna cat sad shack  
 "o" so no  
 "sh" shack she cash  
 "oo" looked took book

#### WORDS WITH THE SAME SOUND

sit did  
 ran mad act  
 go cargo solo  
 wish shirt sheep  
 cook look

Other Key Words to Discuss - debts record self-reliant

LEARN WORDS,  
SOUNDS, AND  
LETTERS



### ACTIVITIES FOR BEGINNING READERS

Put words together to form a SENTENCE. (Anna's story has five sentences.)

Each word in a sentence begins with a CAPITAL letter. Each sentence ends with a dot called a PERIOD.

Every sentence has at least two parts – a NOUN and a VERB. A NOUN is a person place or thing. A VERB is an action.

A simple sentence: Anna sat. (Anna is the noun, and sat is the verb.) Note the nouns and verbs in each sentence in Anna's story.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

Discuss Anna's story. Write participants' words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Anna's story. As a group compose several sentences about self-reliance.

ADVANCED  
READERS



GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### SOUND OUT NEW WORDS & LEARN THEIR MEANING

If you find a word you don't know, ask group members. Words with meaning you recognize become part of your "sight vocabulary". **You can also learn to sound out words on your own.**

Learn sounds and shapes – the phonics – of the letters and letter combinations. This involves the short and long vowel sounds – a-e-o-i-u and sometimes y. You'll also need to learn the other letters – the consonants. Look again at words in Anna's story. You've already learned letter sounds "i" "a" "o" "oo" and "sh." You've read additional words. Practice writing these in the following-page workspace. Look for those same sounds as you learn more words in later units.

### MORE SOUNDS AND WORDS

Here are some more sounds and words from Anna's story. The common letter in these words is the vowel "e." In these words "e" has two sounds.

1. The "e" in debt, self and record. This is the short vowel sound for the letter "e". More words with this sound: red, let, bed, step, second, tell.
2. The "e" in be and reliant. This is the long vowel sound for the letter "e". More words with this sound: me, free, tea, detail, repeat.

Write other words that have either of these "e" sounds. Try to create sentences that use words you've learned in this unit.

### COMBINE CONSONANTS WITH LONG AND SHORT VOWELS

a	e	i	o	u
made	he	l	no	rule
name	be	ride	go	use
late	free	time	hope	dude
sale	seed	nine	broke	tube
a	e	i	o	u
at	get	is	job	but
can	yes	him	not	sun
am	red	if	lot	mud
has	ten	with	got	bus

## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

**YOUR WEEKLY COMMITMENT:** Write a sentence (beginning readers) or paragraph (advance readers) describing what self-reliance means to you.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT





# UNIT 3. INCOME AND BUDGET

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Fred's story:*

## FACILITATOR NOTE

Read this brief story, Ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## FRED'S STORY

### READ

On Monday Fred got some money and went to the market to buy food and a bar of soap. At the store he found that he didn't have enough cash for all the things he wanted. "I thought I had more money."

The guy at the counter told Fred, "You should keep a budget to see how much money you really have." Fred agreed. Now he has a budget, Fred hopes to improve his income by getting a better job or starting a business. He wants to become more self-reliant.

### DISCUSS

- Why couldn't Fred buy the things he wanted at the store?
- How would a budget help Fred?
- What is a budget?
- How could a budget help you?
- How did Fred hope to improve his income?
- How do you think you could improve your own income?

## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM FRED'S STORY

What other words can you think of that have these sounds? Use your work space at the end of this unit to write down your answers.

#### WORDS FROM FRED'S STORY

"th"	the that thought things
"ar"	bar market starting
"mo"	Monday more money
"ou"	found counter
"e"	Fred went budget market
"er"	better counter
"ow"	how now
"o"	told soap
"or"	for more store
"ome"	some income become

#### MORE WORDS WITH THE SAME SOUND

this there thank
far cart depart
model common
about sprout
yet forget end send attend
matter sadder
wow owl
old rope hotel
bore order orphan
come outcome

LEARN WORDS,  
SOUNDS, AND  
GRAMMAR



### PARAGRAPHS AND QUOTATION MARKS

Several sentences together form a paragraph. Fred's story has three paragraphs. In a sentence with words that someone says, those spoken words begin and end with symbols called quotation marks "\_\_\_". For an example see the words the guy behind the counter said to Fred.

### ACTIVITIES FOR BEGINNING READERS

Write a sentence with four of the words above. (Example: "Fred found more money.") Write new words using these same letter sounds. Share sentences with the group. As a group, compose and write on the board several sentences using words from Fred's story. Write the word "budget" on the board and discuss with the group what a budget is, why it's important and how to make and use a budget.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

While the group discusses Fred's story, write down words and sentences from participant responses on the board. Using these words, sentences and ideas, create new sentences, paragraphs or stories. As a group compose several sentences about budget and income.

ADVANCED  
READERS



GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### LEARN WORDS FROM YOUR OWN EXPERIENCE

The most meaningful words are those that come from your own experience. Words that come from you are more useful, relevant to your daily life and easier to remember.

Start with words on the board from your earlier discussion of Fred's story. Discuss what these words mean.

Practice writing them in your notebook or on the next page. Try writing sentences with these words.

Every unit in this manual has a story like Fred's. Discuss the story and write words and ideas important to you.



### MORE WORDS FROM YOUR LIFE

Think of words to write that finish these sentences. If individuals don't know how to write the words, the facilitator can write them and you can copy them in your notebook.

Yesterday I.....

Members of my family are.....

I wish I could.....

My favorite food is.....

A budget will help me.....

When I die, I hope people will say I was.....

I want to learn to read better so I can.....

Share a code – a picture, story, skit or object - related to self-reliance or other important topics and ask questions about what it means. Write down words or ideas from participant answers and discuss.



## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**YOUR WEEKLY COMMITMENT:** Write a sentence (beginning readers) or paragraph (advanced readers) describing your own plans and goals to keep a budget at home. If you already keep a budget, write a sentence or paragraph describing ways you can improve it.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT



# UNIT 4. YOUR PATH: JOB, BUSINESS OR SCHOOL

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Sara's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## SARA'S STORY

### READ

Sara set a goal to grow her income and follow a path to success. She knows that to earn and save more money, she needs to find a job, start a business or go to school. She could enter school this winter and learn new skills.

At this moment she has employment at a store that sells boats. By saving her wages from work, she could be earning funds to start a business. This way she wouldn't need a loan.

### DISCUSS

- Which path should Sara choose - job, business or school?
- Which of these three paths might be best for you?
- If you start a business, how could saving help you begin without a loan?



## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM SARA'S STORY

What other words can you think of that have the sounds below? Use your work space at the end of this unit to write down your answers.

#### WORDS FROM SARA'S STORY

"ow"	grow knows follow
"un"	funds
"oa"	goal boat loan
"ess"	success business
"ment"	moment employment
"ll"	skills sells
"ing"	saving earning

#### MORE WORDS WITH THE SAME SOUND

flow row
run stun
oats goat road
dress confess
development
fill tell
growing selling

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four of the above words. (Example: "One of my skills is selling items.") Write new words using these same letter sounds. Compose individual sentences and share with the group. As a group, compose and write on the board several sentences using words with these letter sounds.

Write the words "job," "business" and "school" on the board and discuss how each of these three choices might apply to members of the group.

#### BEGINNING READERS



### ACTIVITIES FOR ADVANCED READERS

During the group's discussion of Sara's story, write down words and sentences from the participants' responses on the board. Using these words, write new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Sara's story. As a group compose several sentences about jobs, business and school.

#### ADVANCED READERS



## MORE ACTIVITIES

### LOOK AT DAILY-LIFE WRITTEN MATERIALS

Use written materials around you to practice reading and writing and to see what information sources are available to solve problems in your home, business or community.

You and your group can gather or identify printed information in the community about an important topic. Look for posters, labels, books, scriptures, ID cards, ads, magazines, newspapers, brochures, etc. If you or other group members have access to cell phones or computers, you have access to all kinds of written information.



In what ways can you benefit from understanding printed words in your world?

How can you use written information around you to help yourself, your family or community? How can you learn to read your world?

### IDENTIFY WORDS FROM YOUR WORLD

If you happen to have hand-outs or materials related to any aspects of your path – jobs, business or education – look at what the words say. Identify important words. Write them on the board or in your notebook. Use these words in other sentences and practice writing the sentences. Repeat the activity with other items – cell phones, pamphlets, articles, or magazine ads.

Read something related to your path or another topic. Discuss the message.

Why was it written?

What ideas was the writer trying to communicate?

Who is the intended audience?

Was the message effective?

Make a simple outline of a poster or handout about some aspect of your path. Discuss what ideas are important to include in your outline.

#### GROUP ACTIVITIES



#### LEARN AS A GROUP



## YOUR WORK SPACE

### WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

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**YOUR WEEKLY COMMITMENT:** Write a sentence or paragraph describing your path including your ideas related to getting a job, starting a business or going to school.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



YOUR WEEKLY  
COMMITMENT





# UNIT 5. CIRCLES OF SUCCESS

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Luis's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## LUIS'S STORY

### READ

Luis joined eighteen neighbors to form a self-reliance group. They decided to gather together weekly to develop and run their own businesses. Through their group they increased income and raised their quality of life.

Fathers and mothers learned how to become better parents. They also helped each other and their neighbors through community service. As a group they made and kept big and little commitments to improve in 3 areas: Business, Home and Community.

### DISCUSS

- Luis learned about three circles of success. What are the three circles?
- How do these circles – business, home, community – relate to each other?
- To become self-reliant, why do we need to improve in all these areas?
- How does giving service to others help us become self-reliant?

## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM LUIS'S STORY

What other words can you think of that have the sounds below? Use your work space at the end of this unit to write down your answers.

LEARN WORDS,  
SOUNDS, AND  
LETTERS



#### WORDS FROM LUIS'S STORY

"eigh"	eighteen neighbors
"ther"	gather together fathers mothers other
"de"	decided develop
"ity"	community quality
"le"	circles little
"ce"	service
"se"	increased raised

#### MORE WORDS WITH THE SAME SOUND

weight eight  
weather  
defend destroy  
city clarity capacity  
candle simple  
produce police  
because refuse

### PUNCTUATION MARKS - PERIODS, COMMAS AND QUESTIONS MARKS.

Certain symbols called punctuation marks make the meaning of sentences clearer. For example, to let readers know when a sentence ends, the writer writes a simple dot ( . ) called a period. To show a pause the writer uses a mark ( , ) called a comma. When a sentence is a question, it ends with a symbol ( ? ) called a question mark.

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using the above words. (Example: "I decided to develop a community plan.") Write new words using these same letter sounds. Compose sentences and share with the group. Compose and write on the board several sentences using words with the letter sounds on the board.

Write "Three Circles of Success" on the board and discuss what it means.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

While the group discusses Luis's story, write words and sentences from participant responses on the board. Using these words, sentences and ideas, write new sentences, paragraphs or stories.

Write a paragraph with sentences that use words from Luis's story.

ADVANCED  
READERS



GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### ORGANIZE WORDS VISUALLY

Sometimes seeing words and ideas connected visually through graphs, lines and drawings can help you understand their meaning more clearly. For example in the drawing below you see the words that we just discussed as part of the Three Circles of Success – business, home and community – are actually drawn in three circles.



How does seeing words arranged in three circles tell you more about the meaning and relationship of these words?

What words are in the space where the circles come together?

How does balancing, business, home and community help you become more self-reliant?

### CONNECT IDEAS

Here's a sentence with an important idea. "Success in business is built on the 6P's of Business - plan, product, price, paperwork, promotion, process." How could you demonstrate this idea with a drawing or diagram? Here is an idea:



What are other ways you could draw the connection between success in business and the 6P's of Business. (Draw a circle with "success" written in the center and 6 lines coming out of the circle, each with one of the 6P's on it. Draw a large circle labeled "success" and six circles with the names of the 6P's orbiting it like planets around the sun.)

You can expand the meaning of words and ideas related to any topic by connecting them with visual graphs and lines. Create a graph or chart about business or other topics using words, lines and shapes.

## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

**YOUR WEEKLY COMMITMENT:** Create a graph or chart about self-reliance, jobs, education or business using written words and lines, shapes and drawings and share with the class next week.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT



# UNIT 6. PLAN - MAKE IT BETTER

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Bob's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## BOB'S STORY

### READ

Bob has no job. He needs money right now for his family. He has experience fixing broken appliances and a mix of tools. He hopes to start an appliance repair shop. He needs to plan for each step in starting and running this business. His business plan needs to apply six key concepts - words that all begin with the letter "P".

### The 6P's of Business

1. Product - what he plans to sell.
2. Price - what he charges for his product.
3. Paperwork - keeping records of income and expenses.
4. Promotion - how he attracts customers.
5. Process - all the steps to get his product made and sold.
6. Plan - all the steps to make his business succeed.

### DISCUSS

- Bob's business is based on the 6P's. What are the 6P's of Business?
- How do you think the 6P's will help Bob's business?
- How could you apply the 6P's to your business?



## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM BOB'S STORY

What other words can you think of that have the sounds below? Use the workspace at the end of this unit to write down your answers.

LEARN WORDS,  
SOUNDS, AND  
LETTERS



#### WORDS FROM BOB'S STORY

“o” Bob job shop  
 “ight” right  
 “ken” broken  
 “ix” fixing mix  
 “ing” starting running fixing  
 “air” repair

#### MORE WORDS WITH THE SAME SOUND

got rob mop top  
 might fight  
 taken chicken  
 six sixteen  
 eating working  
 fair stair

**Other Key Words** – plan product price process promotion paperwork

### ACTIVITIES FOR BEGINNING READERS

Write a sentence with four words from the story. (Example: “Bob’s job plan is great.”) Write new words using letter sounds from Bob’s story.

Share your sentences with the group. As a group, compose and write several sentences using words with the letter sounds above.

Write the term “6P’s of Business” and have six participants come up and write one of the 6P’s on the board. Discuss with the class.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

Discuss Bob’s story. Write participants’ words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Bob’s story. As a group compose several sentences about the 6P’s of Business.

ADVANCED  
READERS



## MORE ACTIVITIES

### PLAY LITERACY GAMES

#### GROUP ACTIVITIES



#### LEARN AS A GROUP



Make a game with words or phrases from a topic you have discussed (such as the 6P's of Business).

### SAMPLE GAMES

#### 1. CONCENTRATION

Write words learned this unit on two small pieces of paper. Place the paper pieces face down on the table or floor and mix them up.

Take turns finding two pieces of paper with the same word. The one who finds the most “matches” wins. Repeat, matching words with their definitions, words with their opposites, cause and effects or the first half of a sentence with the last.

#### 2. WORD GUESS

Divide the class into two teams, and ask each to choose a player. Choose a word pertaining to a topic participants have been discussing (like 6P's of business). Show the word to one team's player.

Explain that the player must write words or sentences on the board for her team to read to help them guess the word you showed. The player cannot write the word itself.

Teammates have one minute to guess the word based on what the player writes. Repeat the game until all participants have had a chance to write clues. The team that correctly guesses the most words wins.

#### 3. CREATE YOUR OWN GAME

You can invent your own word games to play with the group or your family.

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# UNIT 7. PLAN - MAKE IT LEGAL

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Malary's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## MALARY'S STORY

### READ

Malary makes really delicious pasta. She sold it from a stand in the park, but the police stopped her. They told her that her business was not totally legal. A registered government permit is required to sell food in the park.

She felt afraid she would lose her business. She was anxious because she didn't know how to fill out the forms. With help from friends she completed the form and got her permit. Now she is ready to move ahead.

### DISCUSS

- What is Malary's business?
- Why did the police stop Malary? How did she feel?
- Why was it important for her business to be legal?
- How did she get the forms for her permit completed?
- For your business, are there any permits or forms you need to complete?
- If you don't know, how could you find out?

## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM MALARY'S STORY

What other words can you think of that have these sounds? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM MALARY'S STORY

"old" sold told  
 "ious" delicious anxious  
 "ed" required stopped completed  
 "ly" really totally  
 "ead" ahead ready  
 "re" registered

#### WORDS WITH THE SAME SOUND

old bold fold  
 conscious nutritious  
 determined approved lifted  
 hardly quickly accurately  
 instead bread  
 reply respect record

**Other Key Words to Discuss** – forms government permit

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: "What is required to be registered?") Write new words using letter sounds from Malary's story.

Share your sentences with the group. As a group, compose and write several sentences using words with the letter sounds above.

Write the term "legal business" on the board. Discuss what is required to have a legal business in your community.

### ACTIVITIES FOR ADVANCED READERS

Discuss Malary's story. Write participants' words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Malary's story. Compose sentences about how to make a business legal in your community.

LEARN WORDS,  
SOUNDS, AND  
LETTERS



BEGINNING  
READERS



ADVANCED  
READERS





GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### PRACTICE ACTUAL READING AND WRITING TASKS

Often in daily life we need to read information and fill out forms. By completing actual literacy tasks with your group, you'll learn to use reading and writing to access information and resources to help your business, home and community.



### REAL-LIFE READING AND WRITING

Think of some real-life reading tasks you'll need to do – such as filling out an application for a job, a government identification card, or a driver's license.

What are some forms you'll need to fill out to start a legal business?

Bring some of these documents to your group, read the instructions aloud together and discuss what the document is, why it is important and what information is needed to fill out the form.

Your facilitator or members of your group can help you complete and sign some of these documents.



## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**YOUR WEEKLY COMMITMENT:** Practice writing new words learned in this Unit and write a sentence or paragraph about what you would need to do to keep you business legal.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT



# UNIT 8. PRODUCT

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Ruth's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## RUTH'S STORY

### READ

Ruth wants to start a small business, but she needs a product to sell. She knows how to make many things that people would buy.

She likes to cook meals and treats, make games that kids play and catch fish. There are also many services Ruth can provide and sell. She can clean cars and fix bikes. She can watch kids.

Ruth also likes to greet people in the streets who could pay for what she sells.

### DISCUSS

- What products or services could Ruth sell?
- Which of these do you think would be best for her business?
- Why?
- What products could you sell?

## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM RUTH'S STORY

What other words can you think of that have these sounds? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM RUTH'S STORY

“pro” product provide  
 “wh” who what  
 “ee” need street greet  
 “ea” treats meals clean  
 “ll” small sell  
 “ike” bikes likes  
 “ay” pay play  
 “tch” catch watch

#### WORDS WITH THE SAME SOUND

profit program project  
 where when why white  
 meet steel cheese  
 real eat beast steam  
 call tell still full  
 strike hike  
 say pray stay gray  
 match stretch itch

**Other Key Words to Discuss**– products services

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: “There is a need to sell a good product.”) Write new words using letter sounds from Ruth’s story.

Share your sentences with the group. As a group, compose and write several sentences using words with the letter sounds above.

### ACTIVITIES FOR ADVANCED READERS

Discuss Ruth’s story. Write participants’ words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Ruth’s story. As a group compose sentences about how to choose a product for your business.

LEARN WORDS,  
SOUNDS, AND  
LETTERS



BEGINNING  
READERS



ADVANCED  
READERS



GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

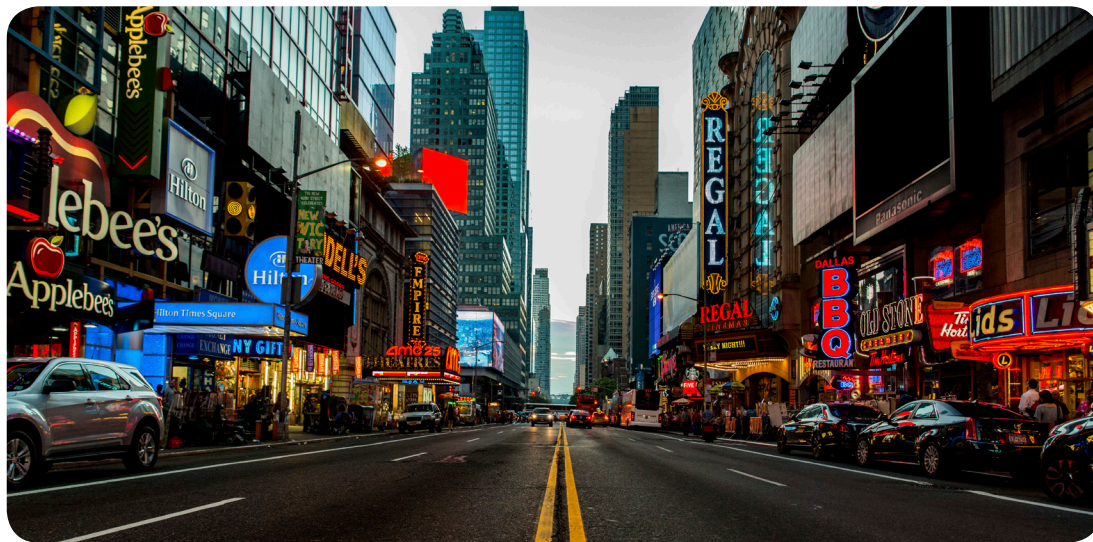
### TAKE A WORD WALK OR READING RIDE

Reading and writing is memorable if you can experience it in your daily world.

**Word Walk** - On your own or with your group walk on a street with many signs. In your notebook write 10 to 20 words you see on signs or elsewhere. Discuss what you saw and read aloud the words with your group.

**Reading Ride** - On your own or with the group ride a car or bus, and write down 20 new words you see on signs, license plates or elsewhere as you travel. Discuss what you saw and then read aloud sentences you compose using all the words you wrote.

A variation of these activities is to write down words that name or describe things or behaviors you see (such as children playing, a gas station, an argument, a customer shopping). In this exercise, you have to come up with the word and spelling without seeing it written on a sign.



### MAKE YOUR LITERACY OUTING A BUSINESS TOUR.

Most signs you'll see on a Word Walk or Reading Ride belong to businesses. To complete the task of selecting your product, discovering the prices your competitors charge or learning how others promote their products, you'll need to visit businesses. Reading words on signs can double as a field trip to help you start or improve your business.

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# UNIT 9. PRICE

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Tyler's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## TYLER'S STORY

### READ

Tyler plans to sell rice, but he's not sure of the price he should charge. He could buy very large bags of rice for seventeen and simply sell them for twenty. If he split each large bag into five nice smaller bags that customers could easily carry, perhaps he could charge five for each unit.

He could try to add value to his product by delivering the large bag to the house of each customer and increase the price by three more for each bag he delivers.

To set his price, he should not only count the true cost of his product, but also figure the amount that customers are willing to pay.

### DISCUSS

- What are the three different possible prices that Tyler is considering?
- What are the advantages of each of these prices?
- What price do you think would be best for Tyler?

## LESSONS FROM THE STORY

### WORDS, SOUNDS AND LETTERS FROM TYLER'S STORY

What other words can you think of that have these sounds? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM TYLER'S STORY

"ice" price rice nice  
 "y" Tyler try  
 "ure" sure figure  
 "arge" charge large  
 "ue" value true  
 "ly" simply easily only  
 "ount" count amount

#### MORE WORDS WITH THE SAME SOUND

ice slice twice  
 my cry dye  
 pure endure  
 barge discharge  
 blue glue construe  
 truly barely clearly  
 mount fountain

**Other Key Words to Discuss**– add value true cost customers

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: "Tyler will try to find a nice price.") Write new words using sounds from Tyler's story.

Share your sentences with the group. As a group, compose and write several sentences using words with the letter sounds above.



### ACTIVITIES FOR ADVANCED READERS

Discuss Tyler's story. Write participants' words and ideas on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Tyler's story. Compose sentences about how to set the price for your product.

LEARN WORDS,  
SOUNDS, AND  
LETTERS



BEGINNING  
READERS



ADVANCED  
READERS



## MORE ACTIVITIES

### LEARN AND USE NUMBERS TO DECIDE YOUR PRICE.

0 - zero  
1 - one  
2 - two  
3 - three  
4 - four  
5 - five  
6 - six  
7 - seven  
8 - eight  
9 - nine

10 - ten  
11 - eleven  
12 - twelve  
13 - thirteen  
14 - fourteen  
15 - fifteen  
16 - sixteen  
17 - seventeen  
18 - eighteen  
19 - nineteen

20 - twenty  
30 - thirty  
40 - forty  
50 - fifty  
60 - sixty  
70 - seventy  
80 - eighty  
90 - ninety  
100 - one hundred

+ plus   - minus   X times   divided by   = equals

#### GROUP ACTIVITIES



### WHAT PRICE WOULD YOU CHARGE?

Look again at Tyler's story. He was thinking of three different ways he might sell his rice. In every case, he would begin by buying a large bag of rice for seventeen. Here are his three choices:

1. Sell the large bag for twenty.

$20 - 17 = ?$  (Twenty minus seventeen equals how much money?)

2. Divide the large bag into five small bags and charge five for each small bag.

$5 \times 5 = ?$  (Five bags times five for each bag equals how much money?)

This choice brings in eight more than the first choice, but what additional cost and time would this choice require? (Cost of five small bags and time to fill and sell five small bags)

3. Deliver the large bag to the buyer's home and charge three more.

$20 + 3 = ?$  (Twenty plus three equals what amount?)

This choice brings in three more than the first choice, but what additional cost and time would this choice require? (Cost, time and effort to deliver the bag.)

In choices number two and three, the prices are higher, but the true costs of these choices is greater. Which choice would you choose? Why?

#### LEARN AS A GROUP



## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**YOUR WEEKLY COMMITMENT:** Practice writing new words learned in this unit and write a sentence or paragraph about the price you are thinking of charging for your product or product idea.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT



# UNIT 10. PAPERWORK

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Susan's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## SUSAN'S STORY

### READ

Long ago Susan had a business selling packs of gum and candy. She sold her products, but had no record of income and expenses. Without paperwork she never knew if she had enough to cover costs. She got a loan but couldn't pay it back. Without records to track progress, she ran out of cash. Her profits disappeared. She was discouraged and closed her shop.

Five months ago she started a new business selling pork and snacks. This time she cared enough to keep a register of sales and prepare a monthly statement comparing income and expense. With simple records for her home and business, her business became strong. Susan said, "I was afraid I was too dumb to keep records, but my group showed me how."

### DISCUSS

- What happened to Susan's first business?
- How is keeping records at her home and business helping her now?
- How do you think she learned how to do keep records?
- How could you learn to do paperwork?



## LESSONS FROM THE STORY



LEARN WORDS,  
SOUNDS, AND  
LETTERS



### WORDS, SOUNDS AND LETTERS FROM SUSAN'S STORY

What other words can you think of that have these sounds? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM SUSAN'S STORY

“ong” long strong  
 “um” gum dumb  
 “er” register never cover  
 “ork” paperwork pork  
 “ack” back track packs snacks  
 “dis” discouraged disappear  
 “are” cared prepare comparing

#### MORE WORDS WITH THE SAME SOUND

song wrong belong  
 sum drum jump  
 paper matter stronger  
 fork work  
 crack stack lack  
 disease disaster dismiss  
 glare share

*Other Key Words to Discuss*– paperwork profits records

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: “Don’t be discouraged if you’re not on track.”) Write new words using sounds from the story.

Share your sentences with the group. Compose and write several sentences using words with the letter sounds above.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

Discuss Ruth’s story. Write participants’ words and ideas on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Susan’s story. Compose sentences about the importance of paperwork.

ADVANCED  
READERS





GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### PRACTICE PAPERWORK - MAKE A SIMPLE BUDGET.

Figure how much income you make in a month. List all expense and match the list with what you spend for these items every month. Subtract total expenses from total income. If expenses are greater than income, write down ways to increase income or spend less.

PERSONAL BUDGET	
Expense item	Amount
INCOME	
EXPENSES	
Food	
Rent	
Donations	
Savings	
Transport	
Medical	
Fun	
Other	
TOTAL EXPENSES	
INCOME MINUS EXPENSES	

### MAKE A CALENDAR

As a list or a prepared calendar form write important activities (work, school, group meetings or church) and put them on the date they'll take place. A calendar is a tool to plan and track your schedule and practice write words describing what you do. Your group can also make a group calendar with times, plans and assignments for each meeting.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## YOUR WORK SPACE

### WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

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**YOUR WEEKLY COMMITMENT:** Practice writing new words learned in this unit and write a sentence or paragraph with examples from your personal budget.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



YOUR WEEKLY  
COMMITMENT



# UNIT 11. PROMOTION

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Jared's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## JARED'S STORY

### READ

Jared believes in what he sells, and customers trust his achievements. At his simple stand on the street, his business promotion is a grand smile and a brief, emotional story of his product.

"Welcome to Best Dog, where customers taste the finest hot dog for miles around. Imagine a bun fresh from the oven, zesty mustard and onions, and the tastiest brand ever. We have a history of fast service. When you order, we jump into action. So don't waste another moment. "Run to Best Dog."

### DISCUSS

- What is Jared's business?
- How does Jared promote his business?
- Why do customers buy from him?
- If you had a business, how could you promote it?

## LESSONS FROM THE STORY



LEARN WORDS,  
SOUNDS, AND  
LETTERS



### WORDS, SOUNDS AND LETTERS FROM JARED'S STORY

What other words can you think of that have these sounds below? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM JARED'S STORY

"tion"	promotion emotional action
"ory"	story history
"gine"	imagine
"ust"	trust mustard customers
"ie"	believe achievements brief
"ile"	smile mile
"and"	stand grand
"est"	best tastiest zesty finest
"un"	bun run

#### MORE WORDS WITH THE SAME SOUND

option position station  
category  
engine  
crust justice  
relieve thief  
file pile tile  
land standard demand  
test arrest greatest  
fun sunshine fundamental

**Other Key Words to Discuss**– brand message advertise

### ACTIVITIES FOR BEGINNING READERS

Write a sentence with four words from the story. (Example: "The best promotion story has emotion.") Write new words using letter sounds from Jared's story. Share your sentences with the group. As a group, compose and write several sentences using words with the letter sounds above.

BEGINNING  
READERS



### ACTIVITIES FOR ADVANCED READERS

Discuss Jared's story. Write participants' words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Jared's story. As a group compose sentences about the importance of promotion.

ADVANCED  
READERS



GROUP  
ACTIVITIES

## MORE ACTIVITIES

## DRAW AND NAME YOUR WORLD

For unbeatable communication, combine written words with a picture.

Imagine a theme that is meaningful to your group (such as business promotion). As a larger team or divided into smaller groups draw and label your theme. Here are some examples:

LEARN AS A  
GROUP

**Your group as a vehicle** - If your group (or your business) were a vehicle, what would it look like and where would it be going? Take 30 to 45 minutes to draw your vision of where your group has gone and where it will be going.

**Your Ideas as a Drawing** - Draw a picture of educational needs in your community or your vision of what you would like your family, church or community relationships to look like or what self-reliance or business success looks like. If you can imagine the topic, you can draw it as a picture.

**Discuss and write** - Discuss your drawing and what it means to you. Name and label all the items. You can also write a sentence or two that describes your feelings or ideas about your discussion of this picture



## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

[illegible]

**YOUR WEEKLY COMMITMENT:** Write a sentence or paragraph promoting an existing business or business idea that you find interesting. Think of ways to express your words as a drawing.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT



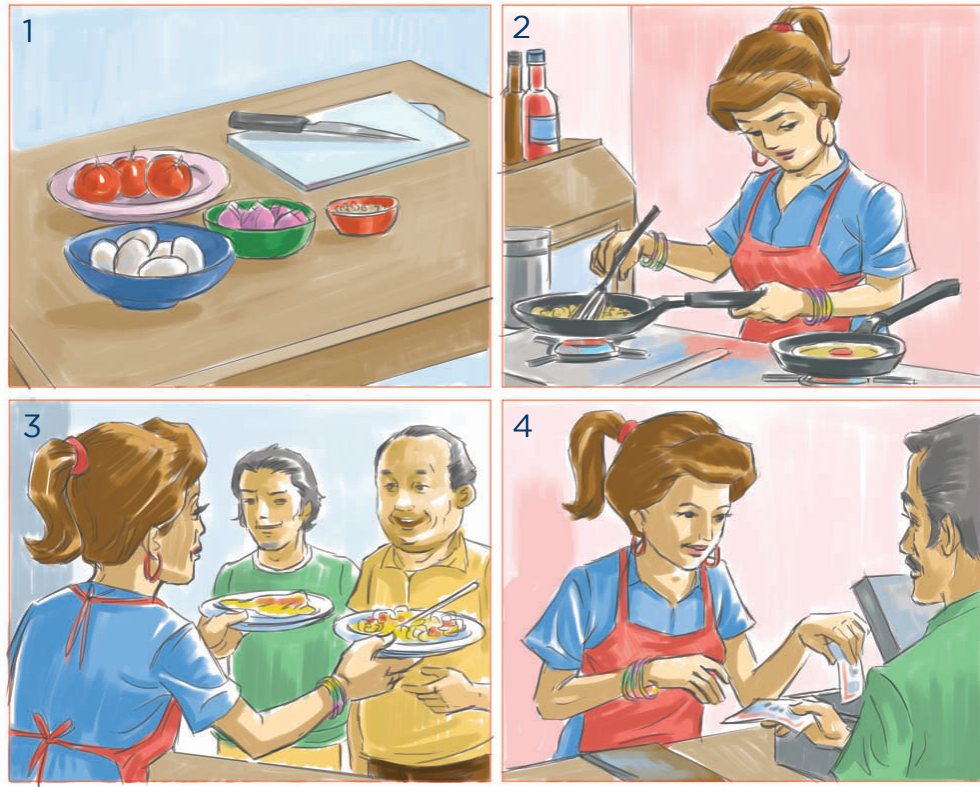


# UNIT 12. PROCESS

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Angeline's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## ANGELINE'S STORY

### READ

Angeline has a small portable food stall she calls Egg-citement. Here she sells egg dishes - scrambled, fried, boiled and omelets - with fried potatoes, toast and jam. Customers like her food, but she wishes she could do better. To improve, she looks at all steps she takes to make and sell her product. These steps are her business process. By studying her process she can upgrade quality and make more money.

Her process has four steps: 1.) Gather ingredients 2.) Prepare food 3.) Serve customers 4.) Handle the money and records. If she can make these steps better - cleaner, cheaper, quicker, easier or friendlier - then her business will be stronger and more profitable.

She conceives ideas for each step. She decides to blend tomatoes and onions into her meals, to find a better location for her stall, to spend time getting to know customers, to try a new egg idea she saw in a magazine, and to keep her receipts in a folder. By understanding and improving her process, she adds value to her business.

### DISCUSS

- What are the four steps in Angeline's process?
- What improvements does she want to make?
- How can understanding your business process help you improve?



## LESSONS FROM THE STORY

### WORDS AND LETTERS FROM ANGELINE'S STORY

What other words can you think of that have these sounds below? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM ANGELINE'S STORY

"all" small stall calls  
 "am" scrambled jam  
 "ine" Angeline magazine  
 "able" portable profitable  
 "ish" dishes wishes  
 "en" ingredients blend spend  
 "ato" potatoes tomatoes  
 "cei" conceives receipts  
 "qu" quicker quality

#### WORDS WITH THE SAME SOUND

mall baseball taller  
 lamb lamp sample  
 machine latrine  
 able moveable  
 fish finish polish  
 rent bend  
 alligator equator  
 ceiling perceive  
 quiet question earthquake

**Other Key Words to Discuss**– identify process add value raw materials

### ACTIVITIES FOR BEGINNING READERS



Write a sentence using four words from the story. (Example: "Small potatoes are portable ingredients.") Write new words using letter sounds from Angeline's story.

Share your sentences with the group. Compose and write several sentences using words with the letter sounds above.

#### BEGINNING READERS



### ACTIVITIES FOR ADVANCED READERS

Discuss Angeline's story. Write participants' words and ideas on the board. Create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from the story. Compose sentences about understanding the process your business.

#### ADVANCED READERS



## MORE ACTIVITIES

### MAKE AND READ MAPS

In Angeline's story she wanted to find a better place for her food kiosk. She might use a map to consider where to locate. Like her, you can read or create maps of your area to see issues and opportunities in new ways. Working with maps also improves language skills.



#### GROUP ACTIVITIES



#### LEARN AS A GROUP



### MAP YOUR WORLD

Ask group to name local businesses. Write business names as they mention them and practice writing and reading these names. Help your group make a simple neighborhood map. Write names of businesses mentioned and mark their locations on the map. The group can add and label their own homes and prominent sites like the school, church and market.

Ask participants to mark on the map where they might like to locate their business and discuss why. You may want to expand this activity by writing a list of businesses that exist and businesses that are needed.

Repeat this map activity focusing on other themes like health, violence prevention, school, etc. You might want to divide into smaller groups organized around specific topics.

Write a sentence, paragraph or list of words related to what you learned and discussed in the map activities.

## YOUR WORK SPACE

### WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

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**YOUR WEEKLY COMMITMENT:** Write a sentence or paragraph that describes the process steps of your business or business idea.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



YOUR WEEKLY  
COMMITMENT





# UNIT 13. PERSONAL LIFE PLAN

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Mathew's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## MATTHEW'S STORY

### READ

With his growing new welding business, Matthew is incredibly busy. He's pleased with his business activity, but afraid he's neglecting other important priorities. So he's trying to connect with other essential aspects and angles of self-reliance in addition to business and income.

Beyond his business, he has created a personal and family life plan. He hopes to work and play more with his children, to select books to improve his reading and writing, and to serve in his church and community. He plans to spend more compatible time with his wife – to dine, dance, hike and relax. He'll start saving some money each week and reduce stress and strife by taking a little time off to go fishing in the canal.

Along with his business demands, Matthew is working to find balance in his life.

### DISCUSS

- With his business demands, how did Matthew meet his other needs?
- How can a personal and family plan help you find balance in your life?
- What are some of the activities you would include in your personal plan?

## LESSONS FROM THE STORY



LEARN WORDS,  
SOUNDS, AND  
LETTERS



### WORDS, SOUNDS AND LETTERS FROM MATHEW'S STORY

What other words can you think of that have these sounds below? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM MATHEW'S STORY

"ife" life wife strife  
 "ance" balance dance reliance  
 "ect" neglecting select connect  
 "an" angle canal  
 "ible" incredibly compatible  
 "ty" activity

#### WORDS WITH THE SAME SOUND

knife rife  
 insurance compliance assurance  
 project inspect rectify  
 analysis analogy  
 discernible combustible  
 duty honesty priority

**Other Key Words to Discuss** – personal family church

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four of these words from the story. (Example: His wife was planning a dance activity.) Write new words using letter sounds from Matthew's story.

Share your sentences with the group. Compose and write several sentences using words with the letter sounds above.

### ACTIVITIES FOR ADVANCED READERS

Discuss Matthew's story. Write participants' words and ideas on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from Matthew's story. Compose sentences about setting priorities for your life and business.

BEGINNING  
READERS



ADVANCED  
READERS





GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### DISCOVER SONGS AND POEMS

To add balance and variety to your language and business learning, identify or compose songs, poems, verses and chants that relate to topics noted in class. Songs and verses are more easily remembered and provide an emotional and cultural boost to information and instruction.



### LEARN WITH POEMS, SONGS AND CHANTS

**Choose** - Find a song group members know by heart. Sing or recite it as you write the words. Point out the words as you sing or recite it again. Identify, discuss and practice important words in the song. Discuss how the song is written. (Do certain words rhyme? What meaning do the words and music convey?) Songs or chants help you remember important information and ideas.

**Compose** - Divide into small groups and ask each to compose a song or verse about a business topic or other themes of interest to the group. For a song they can compose an original tune or write words to fit the tune of an existing song they already know.

**Sing or Recite** - Ask the groups to sing/recite their songs to the class. Exchange compositions with another group and ask the groups to learn the song or verse.



# UNIT 14. COMMUNITY ACTION

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read Tamara's story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## TAMARA'S STORY

### READ

Last September, Tamara became a member of her neighborhood self-reliance group and started a business selling home and kitchen cleaning products. Their group had a dual goal to not only teach practical business skills but also to help each other and to help their neighborhoods.

Tamara remembers how she felt embarrassed because she had a problem reading a permit application, but as caring friends, her group helped her complete the permit to sell her products near the busy exit of a local plaster factory. In that same spirit of giving and mutual action, her group did community service activities visiting patients at the local hospital, cleaning at their church and taking a pasta dinner to widows in their neighborhood.

With her group, Tamara gradually discovered that self-reliance isn't just about making money, but also about sharing what you know and have with others.

### DISCUSS

- What are some of the ways that Tamara's group helped her?
- What community service activities did the group do?
- How does serving others make us more self-reliant?
- Why should a group that's learning business skills also do service projects?
- What service activities could your group do?

## LESSONS FROM THE STORY



LEARN WORDS,  
SOUNDS, AND  
LETTERS



### WORDS, SOUNDS AND LETTERS FROM TAMARA'S STORY

What other words can you think of that have these sounds below? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM TAMARA'S STORY

“tual” dual mutual gradually  
 “it” kitchen permit exit spirit  
 “em” members problem remember  
 “act” action activities practical  
 “ast” last plaster pasta

#### WORDS WITH THE SAME SOUND

actually punctual  
 skit split spit  
 September embarrass  
 pact traction factory  
 astronomy

**Other Key Words to Discuss**– project assistance united

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: “Our members remember pasta in the kitchen.”) Write new words using letter sounds from Tamara’s story.

Share your sentences with the group. Compose and write several sentences using words with the letter sounds above.

### ACTIVITIES FOR ADVANCED READERS

Discuss Tamara’s story. Write participants’ words and sentences on the board. With these words and ideas, create new sentences or paragraphs.

Write a paragraph with sentences using words from Tamara’s story. Compose sentences about serving in the community.

BEGINNING  
READERS



ADVANCED  
READERS





GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

### CREATE A DRAMA

By creating a simple drama – a skit – about something people care about, your group can express words and phrases – literacy – with humor and emotion. Skits can teach principles or enhance a community service activity.



### PERFORM A SKIT

Create a skit about a topic your group cares about – a store owner with poor customer service, a father with a drinking problem or poor health practices at home. Use written words as labels or props to name skit characters, such as “landlord” or “business owner” or to identify locations such as “café” or “school.”

Discuss and write – After the skit ask what happened, how characters felt and if they’ve ever had an experience where they felt like the characters. As they share experiences and talk about the greater meaning of their discussion, write their comments on the board. Invite group members to write what they learned from watching and discussing the skit.

## YOUR WORK SPACE

### WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

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**YOUR WEEKLY COMMITMENT:** Write a sentence or paragraph that describes some activities that you would like to include in your own community service plan.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



YOUR WEEKLY  
COMMITMENT





# UNIT 15. SELF-RELIANCE

*REPORT: Take five or ten minutes to have participants share how they completed their weekly commitment from last week's session and then read your story:*

## FACILITATOR NOTE

Read this brief story, ask the questions and write down important words and sentences from participants' discussion. Based on the reading levels of participants in your group choose and apply activities for your group.



## YOUR STORY

### READ

You are a member of a self-reliance group. Through the ABC's of Business course, you and your group have learned vocabulary, ideas and skills to start on your path to self-reliance. Now review the past units to master words and concepts most relevant to your goals.

You are now ready to progress. In weeks ahead you can review units from this course. Stay with your group and participate in the success in business program to learn how to start and grow your business. Seek education to prepare for a better-paying vocation and learn about searching for a job. If you have access to online tools - cell phone, computer or laptop - you can use wi-fi and the internet to find more resources to prepare for any of these choices.

All of these choices will help you provide for your family. As you increase your income, remember also to volunteer your time and talent to the serve others. In this way you and your relatives can become truly self-reliant.

### DISCUSS

- What have you learned through this course on the ABC's of Business?
- What benefit can you gain by staying with your self-reliance group?
- What are you going to do next?

## LESSONS FROM THE STORY



LEARN WORDS,  
SOUNDS, AND  
LETTERS



### WORDS, SOUNDS AND LETTERS FROM YOUR STORY

What other words can you think of that have these sounds below? Use the workspace at the end of this unit to write down your answers.

#### WORDS FROM YOUR STORY

“rel” reliance relevant relatives  
“vo” vocabulary volunteer vocation  
“pro” program provide progress

#### WORDS WITH THE SAME SOUND

relax religion relief relocate  
volume vocal volcano  
promote prospects proficient

#### OTHER KEY WORDS

cell phone wi-fi online internet text email laptop video technology

### ACTIVITIES FOR BEGINNING READERS

Write a sentence using four words from the story. (Example: “Relevant vocabulary helps volunteers progress.”) Write new words using letter sounds from “your story”.

Share your sentences with the group. Compose and write several sentences using words with the letter sounds above.

### ACTIVITIES FOR ADVANCED READERS

Discuss your story. Write participants’ words and sentences on the board. With these words and ideas, create new sentences, paragraphs or stories.

Write a paragraph with sentences using words from your story. Compose sentences about serving in the community.

BEGINNING  
READERS



ADVANCED  
READERS



GROUP  
ACTIVITIESLEARN AS A  
GROUP

## MORE ACTIVITIES

LEARN AND  
EARN MORE

You now have many more options to increase your learning and earning. Figure out which path to self-reliance makes the most sense for you.

You can start and grow a business, search for a job, or pursue vocational training or advanced education. Find a training program in your area and keep working with a self-reliance group.

## DO A LEARNING ACTIVITY

For your group, select one the many learning activities in this manual.

1. Play a literacy game
2. Take a word walk or reading ride
3. Learn a song or poem
4. Do a skit
5. Draw a map
6. Make a personal quality of life plan
7. Do a community service project
8. Make a calendar
9. Choose group topics. Write words and sentences from your discussion.

Keep learning, reading, writing and doing!

## YOUR WORK SPACE

## WORDS AND IDEAS YOU WANT TO PRACTICE AND REMEMBER

[illegible]

**YOUR WEEKLY COMMITMENT:** Write a sentence or paragraph that describes your favorite part of this course. Include your favorite activities, and include things that maybe you didn't like very much about the course.

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WORDS AND  
IDEAS TO  
PRACTICE AND  
REMEMBER



## YOUR WEEKLY COMMITMENT





