

# Literacy Volunteers of Coconino County

## LVCC Reader

lvccreads.org

FALL 2006

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2006 - 2007

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*Everywhere  
immigrants have  
enriched and  
strengthened the  
fabric of American  
life.*

John F. Kennedy

### Tutor Highlight

Carolyn Hazen has been working with Christensen Elementary School mothers since January, and she says that working with them is the highlight of her week. She has been able to get to know the ladies in her group quite well, and always has some social "coffee talk" time set aside at the beginning of each class.

The class is getting ready to try out some new Pre-GED workbooks LVCC has recently acquired for the library.

Carolyn says that it's important to prepare for lessons and present them with confidence, no matter what previous experience one has. Her tip to new and experienced tutors is not to be afraid to try new things!

Carolyn has also come to trainings and talked to new tutors about working with groups. In some ways, she explains, working with groups can be easier than working one to one

because the learners can help each other. It can also give learners the opportunity to talk to a variety of people during class time (hearing other voices). Carolyn is still able to individualize the lessons by providing different materials for the learners during the class. Thanks, Carolyn!

Please let us know if you are interested in working with a small group as LVCC has a long waiting list and not enough tutors. LVCC staff and Carolyn would be happy to talk to you if you would like more information on small-group tutoring.



### Accomplishing Goals

In LVCC's fiscal year 2005-06, there were 136 active tutors and 154 active learners. Almost 7,000 hours of volunteer time was given to support the organization and the community. There were over 600 goals achieved by our learners as reported by tutors and learners. Please see the Learner News insert for a chart on the demographics of our tutors and learners from the last fiscal year. Thank you for your valuable time, effort and monthly reports!

### Computer Recipients

These eight, hard-working learners were nominated by their tutors to receive donated computers from LVCC. The organization was able to purchase new computers through a grant from the Arizona Community Foundation and give the older models away. Congratulations learners!

Amelia Abrego

Felix Perez

Marcela Lee

Juan Avitia

Nacho Sanchez

Faozia Gimll

Carmen Alaniz

Angelina Rodriguez

Christensen School mothers group

## Tutor Tip: How About a Break?

By Caroline Moreno



After working all day, everyone wants a break! Sometimes we don't allow ourselves that luxury for one reason or another. My learner's reason is that she's working extremely hard to become a U.S. citizen\* — a privilege a lot of natural-born citizens take for granted. This dedicated student of English comes to our lessons almost straight from work, because that's when we both have time to get together. If she stifles a yawn now and then, I know it's not because she's bored, she's just spent from a hard day's work.

Naturally, physical tiredness affects our abilities to process and recall information, especially when what we are reading or listening to is not in our native language. I have found that "taking a break" helps my learner refresh her mind and better enjoy and remember our lessons. Because she's so diligent, my learner will never take an actual break from the lesson completely, so I have discovered new ways to help her rest.

One method I employ is to ask her "easy" citizenship questions. For example, when she can't remember a purpose of the United Nations, I'll give her a break and ask her about the colors of the flag. When we're practicing writing and she's writing answers, I won't ask her to write out all of the 13 original states; I'll just be thrilled when she can remember them.

Recently, we met at Barnes & Noble and she was having a

bit of a difficult time with some of the questions. So, after a lot of repetitive drilling, I decided that it was time for a change. We left our table and I showed her the US Maps section and pointed out the thirteen original states. She was really interested and showed me maps of Arizona, Indiana and several other states. I saw a guidebook of her native country and picked it up and asked her to tell me where she had lived. She identified her city and also showed me pictures of traditional dancers and mentioned that she could also perform the dances.

We then traveled back to the US, Washington DC to be exact, and I showed her pictures of the Capitol and the White House and told her that the Capitol is where Congress meets. I also reviewed with her that the White House was the official home of the President. Lastly, we moved up to New York and the United Nations Building. By the time we sat back down and I asked her the same questions, she really knew them and answered promptly and correctly. I could see that our little "break" had great results and had helped her learn the material in a new and exciting way.

So next time you notice that your learner is tired or just not getting what you are teaching, take a break and do something easier or something new. You'll both appreciate the break!

\*Caroline Moreno's learner gained citizenship in June.



## Save the Date!

- Oct. 13-14** **Rocky Mountain Regional Teaching English to Speakers of Other Languages (TESOL) Conference** in Phoenix. Call us for more info. if you're interested in attending. Attendance to this conference would certainly count for re-certification.
- Oct. 16 & 24** **Workshop: Discussion Session on November Ballot Propositions Effecting Our Learners.** Led by The League of Women Voters, this particular workshop will be given at the East Public Library community room beginning at 6 pm. Learn more about the props and share your views before the election. The following week, attend an NAU Political Science Panel Discussion entitled "**Election of 2006: What's Really At Stake**" and inquire about the future of Adult Education. Held at NAU's SBS W. Room 200 from 6-8 pm.
- Oct. 30** **Free well-woman healthcheck** at the Family Resource Center, 1806 E. Rt. 66. 4-6 pm.
- Nov. 18** **Workshop: Informal social time for tutors to share ideas and experiences** while engaging in holiday spirit! Help LVCC create a decorated holiday tree with alphabet ornaments to support Senior Corps volunteers. Please bring any materials you think might help. The completed tree will be on display from November 20th to December 2nd at the Radisson Hotel lobby. Bring your learner as well.
- Nov. 28** **Book discussion group** on *An Ordinary Man* by Paul Rusesabagina and Tom Zellner (inspiration for *Hotel Rwanda*) in the Liberal Arts Building at NAU (18), Room 301, at 5:30 pm. Call 523-2464 to reserve a seat.
- Dec. 2** Save the date for the **Tutor Appreciation Breakfast**. Open house from 10 am to 1 pm at the office. A good opportunity to talk with other tutors, LVCC board members and staff.

# Immigration: One Learner's Opinion

## by Raúl Guevara

On May 1st, millions of illegal immigrants rallied to protest against the proposed immigration reform by the House. Actually, these bills will, in part, modify immigrants' illegal status, but in a way will also judge them like criminals. The bill includes severe penalties for those coming into this country illegally as well as those who help them. This provoked the protest called "Day without an Immigrant" by the organizers, which occurred in many important cities throughout the country. An estimated 400,000 people turned out in Chicago; another half a million went out in Los Angeles. This rally originated in many of the central cities and resulted in store closures — many of the business owners closed in solidarity with the cause. Others closed because they just were afraid of the masses of people.

Aimee Hernandez said, "I think we're just too many that you can't just send back. How are you going to ignore these people?" (*New York Times*). Many immigrants pay taxes using an Individual Taxpayer Identification Number issued by the Internal Revenue Service. They use the same number to get a bank loan and mortgages for their homes or other applications.

Individuals who support the bill also attended the rallies. These people believe illegal immigrants do not have the right to protest or take over the streets to rally. Many say that the government should send the immigrants back home. Others were concerned about anarchy that these immigrants can produce in the country, but it is doubtful that 0.5% of the population can generate anarchy. Another question is how much it will cost to send back all eleven million immigrants back to their homes.

Amnesty would not be the solution. The previous president tried that, and it did not work because immigrants still come illegally. The government should carefully select immigrants — and I am not just talking about Mexican immigrants. There are immigrants from all over the world, and they should be investigated before being allowed to stay. However, many of the politicians are asking themselves how much money it will cost to investigate the millions of immigrants. I say that each immigrant will be the beneficiary, so each immigrant can support and fund themselves by paying all the fees for their changes in status.

## LVCC Survey

One of the goals at LVCC is to create a sense of community among the Board members, tutors and students. To this end, we try to plan a few events during the year that can bring these three groups together in a social and informal fashion with the purpose of getting to know one another. In the past, the events have not been attended as well as we would like, and so, with your help, we would like to know how we can better plan these events in order to encourage more participation.

Please take a moment to complete this brief survey and submit it to LVCC by dropping it off, phoning in it or emailing it. Your answers will be anonymous. We will use your responses to help us better plan events in the future. Thank you (LVCC Public Relations Committee).

1. Currently, we have the following informal events during the year. On a scale from 1-5 (with 1=the least and 5=the most) tell us how interested you are in participating in the events listed below:

Ice Cream Social (August)	1	2	3	4	5
Volunteer Breakfast (December)	1	2	3	4	5
Volunteer Potluck (April)	1	2	3	4	5
English Language Learner Community Achievement Award Ceremony (June)	1	2	3	4	5

2. When is the best time for you (least busy!) to participate in these types of events?

During the year:                      summer, spring, fall?                      Month of the year? \_\_\_\_\_

During the week:    M    T    W    Th    F    Sat.    Sun.    (circle all that apply)

During the day:    AM    PM    Other? \_\_\_\_\_

3. How many social events would you be willing to attend during the calendar year?

1    2    3    4    5    Other suggestion? \_\_\_\_\_

4. In which other types of events would you be interested in participating? (please list ideas) \_\_\_\_\_

5. What can we do to help you better participate in these events? \_\_\_\_\_

6. Other comments and/or ideas: \_\_\_\_\_



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*Changing lives  
through literacy*



**Attention tutors!** Are you having trouble attending a workshop for re-certification? Take an online course at the Verizon Literacy Campus, <http://www.vluonline.org/course/>, fax us a copy of the certificate, and it will count!

November 7th is Election Day. One of the most important duties and rewards of being a citizen is the ability to vote. Another is deciding to volunteer.

“Always vote for principle, though you may vote alone, and you may cherish the sweetest reflection that your vote is never lost.” - John Quincy Adams

## Great Resources for Teaching Civics

**English Through Citizenship** by Elaine Kirn is a series of books that focuses on civic content while providing practice for reading, writing, listening and speaking. While there are a lot of pictures amidst text and questions, the format is not too dense and offers a good deal of variety. There are fill-in, drawing, matching and multiple choice exercises. The series has been successfully used in citizenship classes and presents a structured way for students to study towards the exam.

While we're on the subject of immigration and citizenship, it's important to recognize the valuable information available on the **US Citizenship and Immigration Services** web site, [www.uscis.gov](http://www.uscis.gov). The site has numerous articles on the topic along with information on becoming a US citizen. The Office of Citizenship link is the place to find study materials for the test and a guide for new immigrants (by the way, we have English and Spanish versions of this in the office).

In this time of controversy regarding immigration, the information and links on this site are useful to all tutors, whether learners are interested in citizenship or not. Immigration and election issues are great topics for discussion.

If you are interested in preparing lessons on upcoming election-related topics, the following sites compiled by Proliteracy America are also useful:

- Civic Participation and Community Action Sourcebook:** <http://hub1.worlded.org/docs/vera/index1.htm>
- League of Women Voters:** [www.lwv.org](http://www.lwv.org)
- Literacy President:** [www.litpresident.org](http://www.litpresident.org)
- Easy Voter Guide Project:** [www.easyvoter.org](http://www.easyvoter.org)
- Pick Your Candidate:** <http://hub1.worlded.org/docs/pick/PICKPR.HTM>
- Wikipedia:** [http://en.wikipedia.org/wiki/Midterm\\_elections](http://en.wikipedia.org/wiki/Midterm_elections)
- US Civics for Immigrants:** [www.civicsforimmigrants.org](http://www.civicsforimmigrants.org)