A Classroom Example
The Speeding Ticket
Facilitator Copy

Situation: A traditional ABLE/GED classroom

Goal: Using a learner's experience to find voice, do research, and learn math

A learner arrived at school upset because she had just received a speeding ticket, unfairly, she believed. While telling the story of receiving a speeding ticket on the way to school, the teacher finds out that many learners desire to have a voice to defend a wrongfully issued traffic citation, but do not know how to effectively address the situation. Since the learners are all community members and many are drivers, being able to exercise voice is an important skill for them to develop.

After brainstorming actions that could be taken by the person receiving the ticket, the class decides that going to traffic court to dispute the ticket is the best choice. The teacher then asks the learners to decide upon and list the steps to take to be prepared to prove the innocence of the person in court. This involved measuring the distance from the stoplight where the driver stopped to the spot where the police officer was sitting; researching the make, model and year of the car and its acceleration rate to determine whether the car could go as fast as the ticket indicated within the measured distance. One group of learners researched dressing for court and addressing court officers while others worked together to create a diagram reflecting the situation. (The learner went to court and won her case. Her classmates helped her show that the make, model and year of her car precluded her from attaining the speed shown on her ticket in that distance from a standing start required by the stoplight.)

EFF Connections:

Purposeful: How does this example meet the purposes of the learner?
The learners identified with their classmate's dilemma and expressed frustration and concern over their helplessness to act in such situations. The learner with the ticket wanted to prove it was received unfairly and needed to research information to aid in the presentation of her defense.

Contextual: How is this example applicable in a real-life context?
As community members, learners are likely to encounter similar situations in their lives or know someone who will. This type of activity teaches them that they can have a voice and that they need to back it up with information and a plan of action. This real-life situation allows the learner to use multiple bits of information for a specific purpose. The process that is used can be useful in many other contexts.

Constructivist: How does this example indicate a constructivist approach?
The brainstorming and listing of steps helped the teacher know where the learners were lacking in prior knowledge. The teacher could then skillfully question the learners to help direct their thinking toward the right track. Students then can understand what needs to be learned and assess their learning as it progresses. What math and research skills are already known? How could the teacher find this out?

Challenge: Can you identify the primary standard that will be used in this activity?
Learn Through Research

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Contextual: How is this example applicable in a real-life context?

Constructivist: How does this example indicate a constructivist approach?

Challenge: Can you identify the primary standard that will be used in this activity?

Afternoon Activity:

How does this classroom example take into account the component of the framework (4 purposes, skill wheel, standards, roles or common activities) you are working on?

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Addressing the components of performance (COPs) for the standard

Learn Through Research

Components of Performance	Learner Actions
Pose a question to be answered or make a prediction about objects or events.	Learners ask, "What must our classmate do to go to court and prove her innocence before the court date?" What information does the learner need to know to effectively present her case?
Use multiple lines of inquiry to collect information.	Learner uses the Internet, library, experts and community groups for information.
Organize, evaluate, analyze and interpret findings.	Learner evaluates and chooses necessary information for her defense. She then organizes her findings into a format (paper, chart or diagram) that will allow her to present her case with ease.