

Sample letter templates for Adult Learners

Waiting list:

POSTCARD SAMPLE 1

Dear Representative or Senator _____,

My name is _____. I live at _____.
I have recently visited the _____ program where I have been put on a
____-month waiting list to begin (*choose one*: English/basic literacy/GED) classes. I would like
to begin classes right away. I hope you can help by providing the funds this program needs to
offer classes for me and others on the waiting list.

Sincerely,

POSTCARD SAMPLE 2:

Dear Representative or Senator _____,

My name is _____ and I want to (*choose a goal such as*: learn basic literacy skills/
take English classes/ etc. – a specific goal). The classes at _____ are full and I have
been put on a waiting list. Please help me with my goal by supporting programs for Adult Basic
Education.

Sincerely,

Current Students Thanking Legislatures for Making Their Education Possible:

Dear Representative or Senator _____,

My name is _____. I have been taking classes at _____. I want
to thank you for helping to make the classes possible. (I have learned how to *choose one*:
read/write/ etc.) better. I hope that you will continue supporting Adult Basic Education.

Sincerely,

Reaching Goals (or recent program graduates)

Dear Representative or Senator _____,

My name is _____. I went to _____ so that I could (*choose
one*: get my GED/learn English/learn to use the computers/ etc.). On _____(date) I reached
my goal. I want to thank you for supporting Adult Basic Education.

Sincerely,

Expanded Adult Learner Letter Sample

3986 Highway 34W
XXXXXXX, Maryland XXXX

March 17, 2009

The Honorable XXXXXXXXX
P.O. Box XXX
XXXXXXX, Maryland XXXX

Dear Representative/Senator _____

In 1970, I entered the workforce going from one small sewing factory to another. In 1977, I was hired at a very large chemical plant at entry level. As a single parent, I bought a car, home, and even managed to save some money for retirement. At the end of my third child's high school graduation, I was permanently laid off after sixteen years. I had managed to acquire jobs over the years only to continually be laid off.

I came to the Adult Education program to update my skills to get back into the workforce and keep a positive attitude. Due to the fact that I have been in manufacturing, jobs have changed, and I need to change with them. Coming to the Adult Education program allows me to get the basics of education which is essential to today's workforce. Please consider those like me and others who are out of step with technology and the educational system.

Please continue to fund and support the Adult Education in Georgia. **I am not looking for a handout, but a hand up.** I thank you for taking the time to read this letter, and look forward to continuing my education to make this world a better place. God Bless America!

Sincerely,

XXXXXXX XXXXXXXX
Adult Education Student



Advocacy Letter Writing Lesson Plan

Lesson: ____ **Intermediate/Low Advanced ESL** ____ **Unit:** ____ **Time Frame:** 6-8 hours

Anticipatory Set (Lead In):

10 minute task. Ask students to write down on paper answers to the following question written on the board. In an open discussion, review the student response.

- Why are Adult Education (English –As-a- Second Language) classes important in your community?

Standard (s) Goal:

C.1.2. Write detailed, formal business letters (e.g. letters of recommendations or to an elected official).

Purpose of Instruction (Objective):

The learner will be able to enhance written communication as well as develop advocacy skills.

Materials Needed:

Sample business letters, internet photos of legislators, sample letter written to a legislator, websites, computers

Instruction, Explanation, & Lecture:

- Review meaning and purpose of advocacy.
- Research the internet for biographies of legislators from the local community.
- Read and discuss internet articles. Define unfamiliar words in the dictionary.
- Discuss what factors influence legislators' support for adult education.
- Choose two local legislators to write letters of support to.
- Explain and demonstrate each part of an advocacy letter.
- Instruct students to draft one sample letter to a legislator thanking them for their current and continued support of Adult Education in Georgia.
- Edit the letter. Check format for spelling, punctuation, and clear flow of ideas).
- Write the final draft of letters

Modeling:

Over a period of four class sessions, the instructor will review each part of an advocacy letter. Using the overhead projector, the instructor will identify and demonstrate how each part of the advocacy letter should look on paper once it is completed.

Check for Understanding:

The instructor will orally check for understanding by randomly asking students questions like:

- Why is advocacy important for the success of Adult Education programs?
- If you were a legislator in your community, what factors would you consider when making decision to support Adult Education programs?

Guided Practice:

The instructor will have students write a sample draft letter of support using the steps demonstrated during the discussion and practice session.

Independent Performance:

Students will edit sample letter to check spelling, punctuation and clear flow of ideas. The instructor and volunteer will walk around the room to assess each student's progress to ensure students are on task.

Evaluation of Student Understanding:

The instructor will have each student check letter format. Then, the students will read the final draft of their letter to the rest of the class.

Reflection, Closure, & Connection:

- The instructor will collect and review the final draft of each letters. Final revisions will be made and students will mail the letters to their local legislator.
- The instructor will have the each student share how they will utilize the knowledge learned from the advocacy letter writing campaign for future use.

Adaptations (For Students with Learning Disabilities):

n/a

Possible Connections to Other Subjects:

Reading- Students will build fluency in reading, while improving comprehension, critical thinking skills and building vocabulary skills.

GED Level Advocacy Letter Writing Lesson Plan Week 1- Vocabulary

Advocacy Objective: Students will enhance their vocabulary by learning terms related to advocacy.

GED Objective: Students will enhance their vocabulary skills, which can be applied to the Writing-Essay GED exam.

Questions students will be able to answer by the end of Week 1 are the following:

1. What is advocacy?
2. Why is advocacy important?

Vocabulary Terms:

- Advocacy/Advocate
- Lobbying
- Educate
- Legislature
- Senator
- Policymakers

Activity Details:

- Write/discuss the definition for vocabulary terms.
- Group Discussion- Educate vs. Advocacy vs. Lobbying
- Small Group- Break into small groups (3-4 people per group) and discuss issues and concerns that you may have or that are important to you.
 - Each group will identify topics that they would be willing to be an advocate for.

Skill Assessment:

- Write a paragraph describing the similarities and differences between advocacy and lobbying. (See attached handout.)

GED Advocacy Letter Writing Lesson Plan

Week 2- Outline Letter/Essay

Advocacy Objective: Students will learn how to outline an essay in letter form.

GED Objective: Students will enhance their essay outlining skills, which can be applied to the Writing-Essay GED exam.

Advocacy letter topic: Why Adult Education is important in Georgia?

Activity Details:

- Teach the structural organization to writing a Letter/Essay.
- Small Group- Break into small groups (3-4 people per group) and discuss the Advocacy letter topic.
 - The group will select a note taker and speaker/presenter
 - Each group will identify at least 3 reasons 'Why Adult Education is important in Georgia?'
 - Each person in the group will write an outline to the letter.
- Each selected speaker/presenter within the groups will state aloud their groups thoughts as the instructor writes them on the board.

Skill Assessment:

- Each person will turn in their completed outline for the Advocacy letter topic. (See attached handout.)

Advocacy Letter Writing Lesson Plan

Week 3- Write, Proofread, & Revise Letter/Essay

Advocacy Objective: Students will learn how to write an essay, proofread, and revise.

GED Objective: Students will enhance their essay writing, proofreading, and editing skills, which can be applied to the Writing-Essay GED exam.

Advocacy letter topic: Why Adult Education is important in Georgia?

Activity Details:

Part 1:

- Refresh student's memory on organization to writing a Letter/Essay from the outline.
- Instruct on the 3 sections of a(n) letter/essay (Introduction, Body, Conclusion).
- Instruct on purpose of proofreading, and instruct on specific areas that may have errors (grammar, sentence structure, paragraph organization, spelling, punctuation, etc.).
- Each student will refer to the *Contemporary's Pre-GED Language Arts, Writing* textbook (pp. 198-201).

Part 2:

- September 26th: Student representative will present all student essays to Senator during the "Read for your life" Literacy Walk at Galleria Mall (Centerville, GA).

Skill Assessment:

- Each person will turn in their completed essay for the Advocacy letter topic.