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A DAY IN A LIFE

Camilla Juarez is a high school senior. The following are the activities she has planned for today.

Where	Time	Activity	Related Overcoming Obstacles Lessons
Home	6:15 AM	1. Wake up.	
	6:25 AM	3. Take a shower and get dressed.	
	6:45 AM	4. Eat breakfast.	
	6:55 AM	5. Get books and papers together for school.	
	7:00 AM	6. Leave for school.	
	7:00 PM	7. Complete homework.	
	8:00 PM	8. Decide how to spend or save my paycheck.	
	8:30 PM	9. Try to find a different job.	
School	7:45 AM	1. Meet with Mr. Jones to ask if I can retake the test.	
	9:00 AM	2. Take notes in history class.	
	11:30 AM	3. Talk to Jack at lunch about the argument we had yesterday.	
	1:00 PM	4. Complete science project with my group.	
Work	2:45 PM	1. Catch a bus to work.	
	3:00 PM	2. Check supplies inventory before my shift starts.	
	5:30 PM	3. Speak to my boss about the raise that was promised.	

GLOSSARY

analyze: to separate into parts so as to determine the nature of the whole; to examine in detail.

brainstorm: 1. to consider or investigate (an issue, for example) by engaging in shared problem solving. 2. to produce a solution by this method.

confidentiality: condition or state of communicating in confidence; trusted.

cooperate: 1. to work or act together toward a common end or purpose. 2. to form an association for common benefit.

curriculum: a group of related courses, often in a special field of study.

drawback: 1. anything that holds back progress, success, or enjoyment. 2. a disadvantage or inconvenience.

edge: to outdo or beat by a small margin; advantage.

expectation: 1. the act of looking confidently for something; eager anticipation. 2. something considered likely or certain to happen.

fictional: nonfactual, imaginative, or invented in a person's mind.

fundamentals: 1. of or relating to the foundation or base; basics. 2. forming or serving as essential elements of a system or structure.

group dynamics: the forces producing or governing the activity or movement of a group.

obstacle: something that stands in the way or blocks progress.

relevance: having precise application to the matter at hand; connection.

rights: privileges that are due to a person or governmental body by law, tradition, or nature.

JEOPARDY

Sports & Fitness	Art & Music	Friends & Family	School Subjects	Just for Fun
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

Notes:

STRENGTHS INTERVIEW

Five of _____'s Strengths
Name of interviewee

1.

2.

3.

4.

5.

Interviewed by _____
Name



TOP 10

The top 10 people in my life:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 things I like to do:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 places I like to go:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

TOP 10

(CONTINUED)

The top 10 things I'd like to own:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

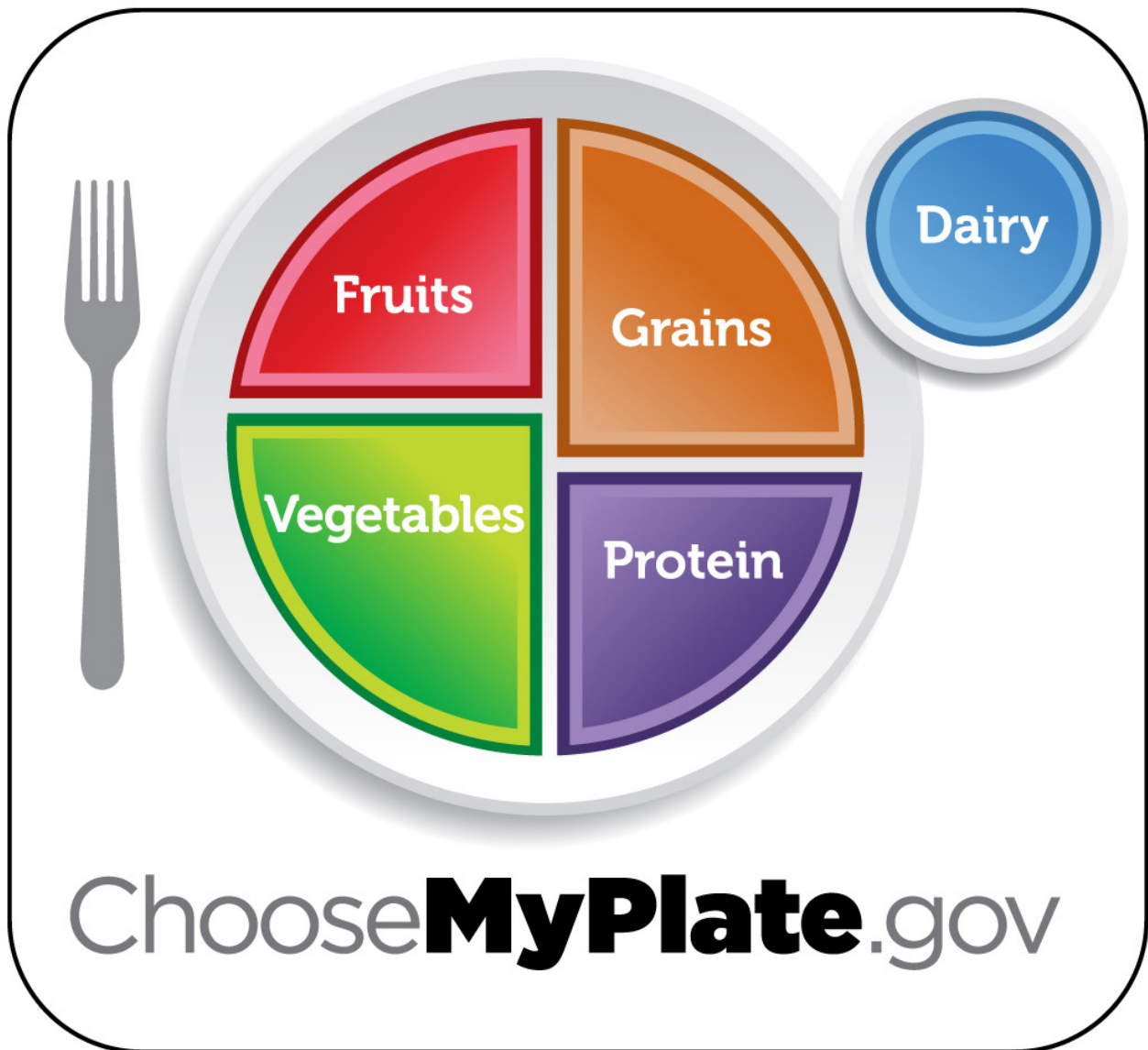
The top 10 rules I live by:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The top 10 dreams I have for the future:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

MYPLATE



SAY YES TO LESS STRESS

THE SOURCE	THE SIGNAL	I SAY YES TO LESS STRESS BY
1.		a.
2.		b.
3.		c.
4.		d.
5.		e.

GLOSSARY

affect: to have an influence on or cause a change in.

anxious: uneasy about an event or matter; worried.

concept: an abstract idea; a thought, notion, or plan.

effect: to bring about.

effective: 1. having an intended result or accomplishment. 2. producing a strong impression or response.

expertise: 1. skill or knowledge in a particular area. 2. expert advice or opinion.

foster: to promote the growth and development of; nurture; cultivate.

nutrient: a source of nourishment, especially a nourishing ingredient in a food.

objectivity: 1. being uninfluenced by emotions or personal prejudices. 2. basing opinions on observed facts.

perseverance: condition or state of staying with a course of action, belief, or purpose; steadfastness.

personal values: principles, standards, or qualities that a person considers worthwhile or desirable.

respect: 1. to feel or show regard, honor, or esteem. 2. to value.

self-esteem: 1. pride in oneself; self-respect. 2. a good opinion of oneself.

stress: a state of extreme difficulty, pressure, or strain capable of affecting physical health.

MY FRIEND IS MAD AT ME

My friend is mad at me for saying things about her. I did say stuff when I was with other friends, but somehow she thinks it was just me and is ignoring me. I'm getting blamed for something that was part of a group conversation! How do I fix this?

C.T., 15, Hawaii

Find a way to tell your friend how sorry you are, even if you have to write a note and stick it in her locker. Even though you weren't alone, you have to take responsibility for what you said. Don't expect your other friends to confess to

their part in the conversation if they've already skated, but do enlist their help to get her to accept your apology. The next time you feel like joining the gossip session about someone you care for, remember this and stop yourself.

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TELL ME ABOUT YOURSELF

CANDIDATE #1:

INTERVIEWER: Tell me about yourself.

CANDIDATE: (lounging across the chair) Well, I'm probably the top athlete in my school. I'm fast as anything, and I can bench press 250 pounds.

INTERVIEWER: So, loading and unloading boxes...

CANDIDATE: ...would be a piece of cake! And I just got a new 10-speed bike that I could use to make deliveries FAST. I really don't think my twin brother would mind, even though the bike belongs to both of us.

INTERVIEWER: Have you ever done this kind of work before?

CANDIDATE: Nah, but it's no big deal. I can handle it.

STRENGTHS & WEAKNESSES

CANDIDATE #2:

INTERVIEWER: Tell me about yourself.

CANDIDATE: Well, I just moved here about a month ago. I'm a pretty good student. My classes don't seem too tough, so I think I can handle an after-school job.

INTERVIEWER: So, the hours won't interfere with your schedule or homework?

CANDIDATE: No. They work out fine for this semester.

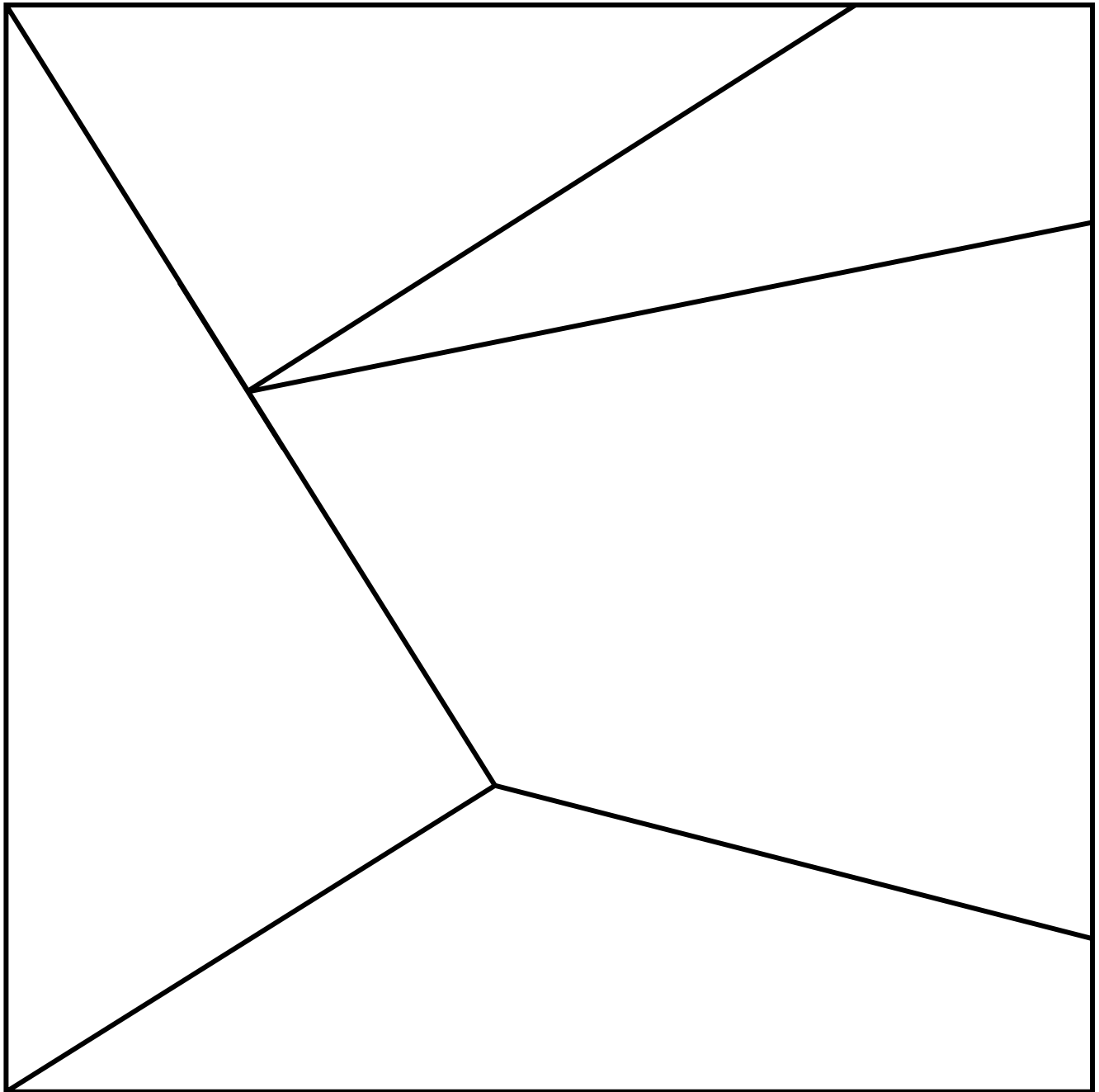
INTERVIEWER: You know that the job involves lifting some heavy boxes...

CANDIDATE: ...I know. I'm stronger than I look! When we moved here, I had to lift some really heavy boxes. I did okay with them.

INTERVIEWER: Have you ever done anything else that's similar to this kind of work?

CANDIDATE: No, but I'm really well organized. And I've been to this store a lot, so I know where things are. I know the neighborhood, too. So I won't get lost making deliveries. I think I can do the job.

SQUARE PUZZLE SET



CRITIQUE SHEET

DIRECTIONS:

1. Write a brief description of the situation in each “scenario” box.
2. Describe the nonverbal messages that each actor sent during their role play.
3. Identify if the nonverbal messages in each scenario were effective, and why.

	Nonverbal messages sent	Effective or ineffective? Why?
Scenario 1:		
Scenario 2:		
Scenario 3:		
Scenario 4:		

LISTENING SIGNALS

<p>VERBAL SIGNALS</p> <p>Introduction Let's discuss I want to talk about Today's lecture covers First</p> <p>Main Ideas Let me repeat This is really important Make a note of Remember that</p> <p>Change in Direction Next Let's move on to On the other hand Even though</p> <p>Major Details For instance For example Namely The following reasons</p> <p>Conclusion Finally The last point In conclusion All in all</p>	<p>NONVERBAL SIGNALS</p> <p>Speaking more loudly Speaking more emphatically Movement Moving closer to the listener Eyes rolling Finger wagging</p>															
<p style="text-align: center;">Additional Signals</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%; text-align: center;">Verbal</td> <td style="width: 40%;"></td> <td style="width: 30%; text-align: center;">Nonverbal</td> </tr> <tr> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>_____</td> <td></td> <td></td> </tr> <tr> <td>_____</td> <td></td> <td></td> </tr> </table>		Verbal		Nonverbal	_____			_____			_____			_____		
Verbal		Nonverbal														

CRITICAL LISTENING: MISLEADING COMMUNICATION

Technique	Explanation	Example	Detection Hints
Opinion disguised as fact	A <i>fact</i> is something that can be verified as true or as something that actually happened. An <i>opinion</i> is someone's feelings or judgment. If a speaker does not support information that is given as fact, then it is an opinion disguised as fact.	Fact: George Washington was the first president of the United States. Opinion disguised as fact: Historians agree that George Washington was the greatest president that the United States has ever had.	Speakers must support opinions with facts before you can accept them as valid. Ask questions to discover facts. Verify facts by checking reference sources.
Deceptive connotation	The <i>denotation</i> of a word is its literal meaning. The <i>connotation</i> is a word's suggested meaning and the associations that the word has. Connotations can make a listener feel or think a certain way.	Neutral denotation: His determination surprised us. Unfavorable connotation: His stubbornness surprised us.	If a speaker uses the connotation of a word to distort the truth and sway the listener, it is imprecise communication. Ask yourself if the connotation of any word is used to distort the truth.
Questionable euphemisms	A <i>euphemism</i> is a word or phrase that is used to avoid speaking directly about something that is unpleasant or improper.	Euphemism: The remains of the soldiers were never found. Direct word: The dead bodies of the soldiers were never found.	Euphemisms are used to soften the truth. Ask yourself why a speaker chose to use a euphemism instead of a more accurate term.
Inflated language	<i>Inflated language</i> is language that consists of scholarly, technical, or scientific words and overly long phrases. <i>Jargon</i> , the specialized vocabulary of a profession or a hobby, is an example of this.	Inflated language: No viable alternative exists for diligent commitment to an endeavor. Concise language: There is no substitute for hard work.	Jargon appears to be technical. It may present ideas you could understand more easily if they were stated clearly. Ask yourself why inflated language was used.

CRITICAL LISTENING: ANALYSIS

Program: _____		
Speaker	Statement/Action	Purpose/Motivation

I-MESSAGES

I-Messages are a great way to explain yourself when you are upset. When you use I-Messages, people are more willing to listen to you and respond to your requests without becoming defensive. I-Messages encourage open discussion and can help a conflict become resolved quickly and easily.

EXAMPLE

One of your friends often borrows things from you and doesn't return them.

I feel upset
when you don't return my things
because they are important to me.

Fill in the blanks for the following I-Messages:

1. Your closest friend is telling others about your personal life.

I feel _____
when you _____
because _____

2. You haven't been called on all week, even though you've raised your hand.

I feel _____
when you _____
because _____

3. Someone in your family keeps forgetting to give you messages.

I feel _____
when you _____
because _____

VOCABULARY OF FEELINGS

A

Afraid
Aggressive
Annoyed
Anxious
Apathetic
Apologetic
Apprehensive
Ashamed
Audacious

B

Bashful
Bold
Bored
Brave

C

Calm
Cautious
Cheerful
Comfortable
Competent
Confident
Confused
Curious
Cynical

D

Decisive
Depressed
Determined
Disappointed
Disapproving
Disgusted
Distressed

E

Ebullient
Ecstatic
Embarrassed
Energetic
Enraged
Enthusiastic
Envious
Excited
Exhausted

F

Friendly
Frightened
Frustrated

G

Grateful
Greedy
Guilty

H

Happy
Helpless
Hopeful
Horried

I

Impatient
Incompetent
Indecisive
Indifferent
Innocent
Insecure
Inspired
Insulted
Intimidated
Irritated

J

Jealous
Joyous

L

Lazy
Listless
Lonely

M

Marvelous
Mischievous
Miserable
Morose

N

Negative
Nervous

O

Oblivious
Optimistic
Overwhelmed

P

Paranoid
Peaceful
Perplexed
Petrified
Proud
Puzzled

R

Reckless
Regretful
Relaxed
Restless

S

Sad
Satisfied
Secure
Serene
Shocked
Shy
Silly
Skeptical
Sleepy
Sluggish
Smart
Stimulated
Stupefied
Subdued
Sullen
Surprised
Suspicious
Sympathetic

T

Tense
Tentative
Timid
Tranquil
Trusting

U

Uncomfortable
Undecided

W

Wary
Whimsical
Worried

Z

Zealous

TOPICS FOR A CONTROLLED DEBATE

- Students who get in trouble with the law should be expelled.
- Healthy people should become organ donors.
- People should be banned from talking on their cell phones in public places.
- Animals should live in their natural habitats, not in zoos or circuses.
- Boys and girls should be allowed to try out for and play on any high school sports team they want, including basketball and football.
- Squirt guns, laser pointers, and other toys that look like guns should be banned from schools.
- Policies banning homework should be established in school districts.
- All schools should require uniforms.
- All students should be required to learn a foreign language.
- Athletes should be required to graduate from college before playing professional sports.
- Schools and libraries should block certain websites on computers used by high school students.
- Student government should have the power to change school policy.

GLOSSARY

active listening: listening that focuses attention on the speaker, confirms what one hears, and responds to what is said.

connotation: the suggestive emotional content or significance of a word, additional to its exact meaning; implication.

convey: to communicate or make known; impart.

critical listening: listening in order to analyze and evaluate a speaker's words.

cue: a reminder; a hint or suggestion.

deceptive: tending to deceive, betray, or trick; dishonest.

defensive: constantly protecting oneself from criticism, exposure of one's shortcomings, or other real or perceived threats to oneself.

denotation: 1. the act of distinguishing by name; a marking off. 2. that which indicates; a sign.

escalate: to increase, enlarge, or intensify in a gradual manner.

euphemism: substitution of a mild or agreeable term for one considered harsh or blunt.

incomprehensible: difficult or impossible to understand or comprehend.

interaction: exchange between two or more people.

jargon: the specialized or technical language of a trade, profession, or similar group.

misinterpret: to interpret or explain inaccurately.

mislead: to lead into erroneous thought or action, especially by intentionally deceiving.

obscure: not clearly understood or expressed; dim or vague.

passive: not participating or acting.

passive listening: listening without really thinking about what is being said.

scenario: an outline or plan of an expected sequence of actions or events.

THE SEARCH

Where would you go to find information that could help you with the following situations? List as many sources as possible.

1. You have to write a research paper for history class.
2. You are writing an editorial for the school newspaper on a problem in your community.
3. You are searching for a part-time job to earn money.
4. You are interested in getting to know and possibly dating a new student in the school.
5. You are buying a new stereo system.

FALLOUT SHELTER

HIDDEN BIOGRAPHIES

INSTRUCTIONS:

You are going to role-play one of the characters based on the biographical information below. You are not to tell anyone, including other characters, about this additional information. If you are asked a question that is not covered by this information, you may make up your own answer that is consistent with the character. Write that answer in the notes section below. Always give the same answer to the same or similar questions.

BOOKKEEPER, 31 YEARS OLD

Hidden Biography

You have invented a machine that converts any plant into gasoline. You love sports of all kinds. You are an excellent fisherman. You are a convicted felon.

NOTES:

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SECOND-YEAR MEDICAL STUDENT

Hidden Biography

Despite being a gifted student, you have learned that you will be expelled because you fell behind in your studies due to time spent on political activities. Your family has spent nearly all the money it has on your education. You are an excellent sculptor and artist.

NOTES:

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FAMOUS HISTORIAN, 42 YEARS OLD

Hidden Biography

You have a photographic memory. Since you are well read, you are knowledgeable about history, carpentry, and handiwork. You are married with one child. Your spouse is a United States Senator.

NOTES:

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THE FAMOUS HISTORIAN'S 12-YEAR-OLD DAUGHTER

Hidden Biography

You are a top student, a talented flutist, and a competitive gymnast. As an only child, you are used to a great deal of attention from adults. Adults enjoy your company very much. Sometimes, you have difficulty getting along with other children your age.

NOTES:

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MOVIE STAR

Hidden Biography

You are a computer wizard. Your first starring role in a movie is to be released in two weeks. You have written three hit songs under a stage name.

NOTES:

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BIOCHEMIST

Hidden Biography

You are antisocial. You can't stand to be around people. You are bitter about a recent divorce. You write poetry in your spare time.

NOTES:

FALLOUT SHELTER

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MEMBER OF THE CLERGY, 54 YEARS OLD

Hidden Biography

You have just learned that you have one year to live. You recently returned from a world conference on religions, where your keynote speech was widely acclaimed. You worked on an oil rig while you were in college.

NOTES:

FALLOUT SHELTER

HIDDEN BIOGRAPHIES

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OLYMPIC ATHLETE IN TRACK AND FIELD, WORLD-CLASS TRIATHLETE

Hidden Biography

In order to compete, you have taken performance-enhancing drugs. You are a vegetarian and can't stand the sight of meat. You have a strict training and diet regimen. If your routine is disturbed, you become aggressive.

NOTES:

FALLOUT SHELTER

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COLLEGE STUDENT

Hidden Biography

You are an engineering major. You can design and build many types of structures using whatever materials are available. You are also very knowledgeable in electronics and how to repair them. You are known at your school as being a social climber, and you only associate with the “in” group.

NOTES:

FALLOUT SHELTER

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FIREFIGHTER

Hidden Biography

You are a health fanatic and very strong. You are known to be very helpful to people who know you. You recently won an award for a program you created for children experiencing homelessness.

NOTES:

FALLOUT SHELTER

BIOGRAPHIES

Bookkeeper, 31 years old

Second-year medical student

Famous historian, 42 years old

The famous historian's 12-year-old daughter

Hollywood star, actor/actress

Biochemist

Member of the clergy, 54 years old

Olympic athlete in track and field, world-class triathlete

College student

Firefighter

THE GIFT

You have just won \$2,000. You've wanted to buy a used car that a neighbor is selling. The last time you asked, the owner said she would sell the car for \$1,995. You know what money you have saved and what you earn weekly.

On the chart, list the positives and negatives of buying the car.

	Positive Consequences	Negative Consequences
1. Expected Consequences		
2. Unexpected Consequences		
3. Unexpected Consequences		

EVALUATING FALLOUT SHELTER DECISIONS

Directions: Using a scale of 1 to 5, with 1 being extremely poor and 5 being outstanding, evaluate the work done in the fallout shelter simulation.

Group Members	Score for the Decision	Score for the Justification	Comments

EVERYDAY HEROES

THE GIFT THAT KEEPS ON LIVING

Tiffany Culy urges teens to become organ donors.

When she started feeling sick to her stomach, Tiffany Culy figured it was the flu. But a few days later, the Saline, Mich., teen woke up with yellow eyes and yellow skin and an “unbelievable pain” in her belly. Rushed to a hospital, she began slipping into a coma.

Tiffany had Wilson’s disease, which was destroying her liver. Doctors said she would die without an immediate liver transplant.

After reviewing four possible organ donations, surgeons were able to find a liver that would work for her. Tiffany spent three months in the hospital. Now 19 and a freshman at Hope College in Holland, Mich., Tiffany is so healthy that she competed in two swimming events. She also has become a crusader for organ donations.

“Over 61,000 Americans are waiting for a lifesaving organ transplant,” Tiffany says. And an average of 12 Americans die each day waiting for a new liver, heart, kidney or other organ, according to the nonprofit Coalition for Donation.

Tiffany gives talks at schools and for youth groups, telling kids that needing an organ can happen to anyone. “It took me totally by surprise,” she says.

Tiffany tries to dispel myths about organ donation. For example, she says celebrities are not put at the top of the list for donations. “And there is no black market for stolen organs.”

Tiffany says she got a liver because “I was basically healthy and my chances for survival were good.” When deciding who gets an organ, the coalition says it does not take into account race, gender, age, income or celebrity.

Becoming a donor is simple, Tiffany says. “All you really have to do is tell your next of kin, because that’s who will be asked at the time of death. You can also sign up when you get your driver’s license.”

And you shouldn’t wait. “Even though you’re a teen, you’re not invincible,” she says. “Talk to your family. Tell them you want to save someone’s life.”

—Nancy Vittorini

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GLOSSARY

consideration: 1. careful thought; deliberation. 2. a factor to be considered in forming a judgment or decision.

criteria: a standard, rule, or test on which a correct judgment or decision can be based.

elicit: to draw out; to arrive at (a truth, for example) by logic.

evaluate: 1. to determine or fix the value or worth of. 2. to examine and judge carefully; appraise.

feedback: response or comment from others.

irrelevant: unrelated to the matter at hand; insignificant.

modify: 1. to change in form or character; alter. 2. to make less extreme, severe, or strong.

pertinent: relevant; logical; suitability to the matter at hand.

recursive: happen again or repeatedly, especially at regular intervals.

reevaluation: to reconsider the value or worth of.

relevant: 1. having a connection with the matter at hand. 2. fitting or suiting given requirements.

weigh options: 1. to balance in the mind in order to make a choice; ponder or evaluate. 2. to examine alternatives.

MY GOALS

Career?

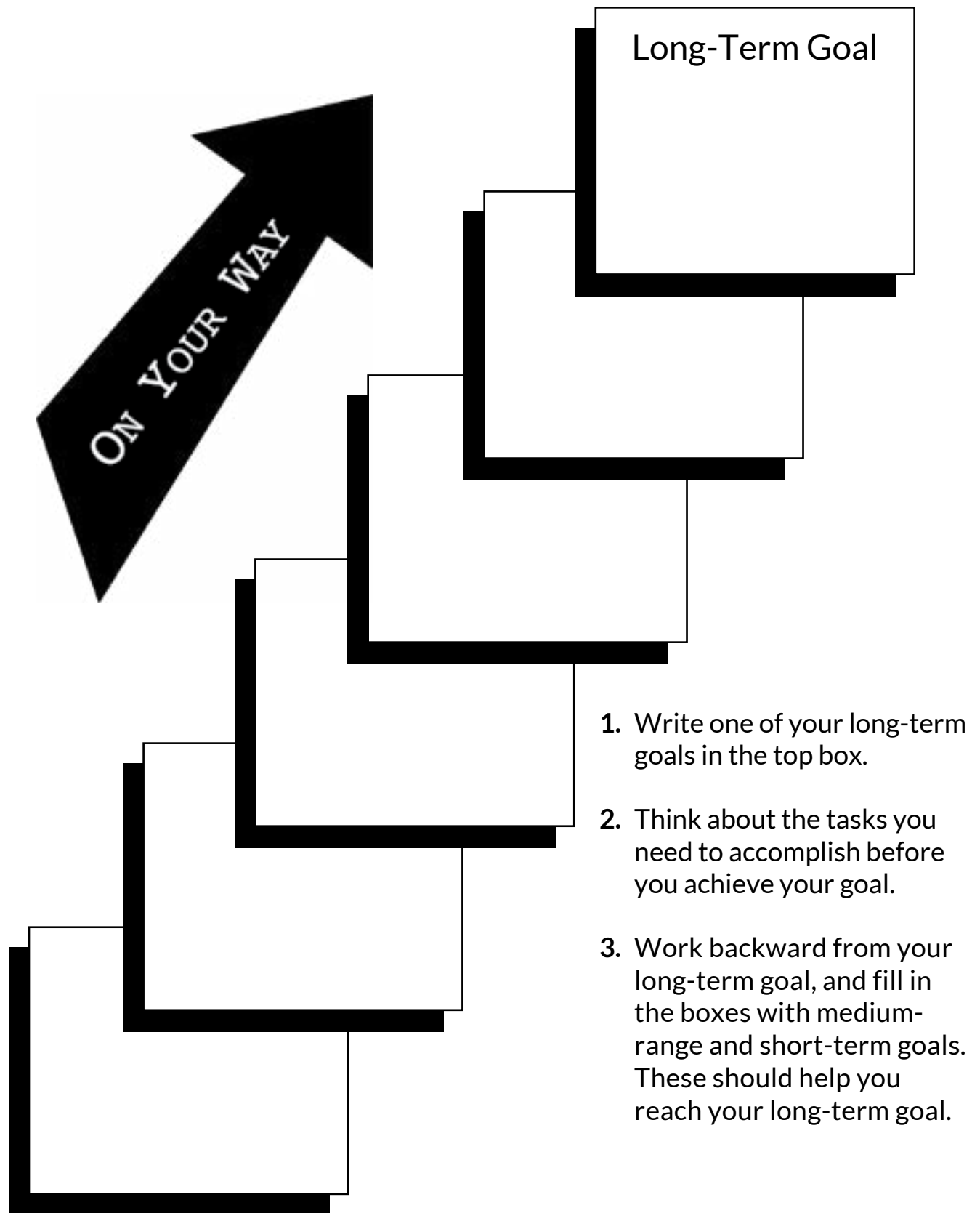
Education?

Leisure Time?

Family?

Home?

Possessions?



VISUALIZATION TECHNIQUES

1. Relax. Close your eyes, breathe deeply, and clear your mind.
2. Mentally paint a picture or make a video in your mind that shows you succeeding at a goal. For example, if your goal is to give a great speech in front of a large audience, see yourself doing just that—poised, speaking clearly, and impressing the audience.
3. Make your mental image detailed, and visualize success. Do not allow negative visions such as fear, failure, or nervousness to enter the picture. See yourself as already successfully achieving your goal.
4. Add specific words, actions, and your senses to your visualization. Practice what you want to do or say in your visualization. Mentally rehearsing strengthens your real performance.
5. Keep your visualization in your mind. Be ready to recall it whenever you choose. Repeat your visualization as often as you can before the actual event.

AFFIRMATION STATEMENT TECHNIQUES

1. Make the statements personal. Use your name, “I,” or “you.”
2. Keep the statements short. You want to remember them. Long statements are harder to remember.
3. Use positive language. If you want to control your nervousness say, “I am calm and confident. I am well prepared for this test.” Don’t say, “I will not be nervous about my math test.”
4. State your affirmations as facts, as if they are happening even if you have not achieved them yet. For example, say, “I will graduate from high school with a 3.2 GPA.”
5. Repeat your affirmations at least once a day. Repetition stimulates your brain to help you reach your goals.
6. In your mind, say your affirmations often. Also, write down your affirmations and place them where you can see them often. Just like advertisements on television or the internet, the more you see or hear an affirmation, the more you believe it.

Here are some examples of affirmations:

- I have the talent to be cast as the lead in the play.
- I will be offered this job because I am prepared for the interview.
- My brother and I will get along well for the rest of the summer.

PASSIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIORS: THE SCENARIOS

Instructions to the teacher: Reproduce this activity sheet as needed. Circle one of the behaviors listed beneath each scenario; vary the behaviors you circle so that each one is equally represented. Cut out each scenario and its list of behaviors. Distribute one to each group.

You borrowed your cousin's favorite shirt and accidentally spilled something on it. You've apologized, and your cousin has forgiven you. Now, you want to borrow your cousin's new shoes, which will look great with what you're wearing tonight. What will you do?

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

You find out that someone you thought was a friend has been spreading rumors about you. You see the friend walking down the street toward you. What do you do?

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

Your best friend needs to pass math. You are in the same class. Tomorrow is a very important test, and your friend has not studied. She wants to cheat off of you. What do you do?

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

You work at a pet shop after school and on Saturdays. Your boss has noticed that money has been missing from the cash register. He has accused you. Tell him that you are not the person who has been taking money.

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

PASSIVE, AGGRESSIVE, AND ASSERTIVE BEHAVIORS: THE SCENARIOS

(CONTINUED)

Your parents have established a curfew for you on weekends. As a high school student, you feel that the time they have set is unreasonable. Ask them to change the curfew.

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

A student with a reputation for being irrational and violent has taken your backpack. You ask him to return it.

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

Your neighbor's dog is in your yard or in front of your door almost every day making a mess and barking. Tell your neighbor to control her dog.

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

You have loaned money to a close friend. It has been over three weeks, and he still has not paid you back. You need the money to go out this weekend. Ask for the money.

Portray the behavior circled below:

AGGRESSIVE PASSIVE ASSERTIVE

DEVELOPING ASSERTIVENESS SKILLS

PERSONAL CHARACTERISTICS

STRENGTHS	WEAKNESSES

DEVELOPING ASSERTIVENESS SKILLS

ACTION PLAN

Goals: _____

Personal Action Plan to Achieve Goal: _____

Time Frame for Action Plan: _____

GLOSSARY

affirmation: a positive statement repeated daily to encourage and strengthen one's efforts to achieve a goal.

aggressive: behaving in a hostile manner; likely to attack or start a fight.

alternative: the choice between two similar things; another possibility.

assertive: behaving or communicating in a clear and positive manner; confident.

attitude: an opinion or a way of thinking.

characteristic: a feature that helps to distinguish a person or thing.

goal: the purpose toward which an endeavor or effort is directed.

mission statement: a statement that defines a principle, belief, or purpose.

objective: something worked toward or aimed for; a goal or purpose.

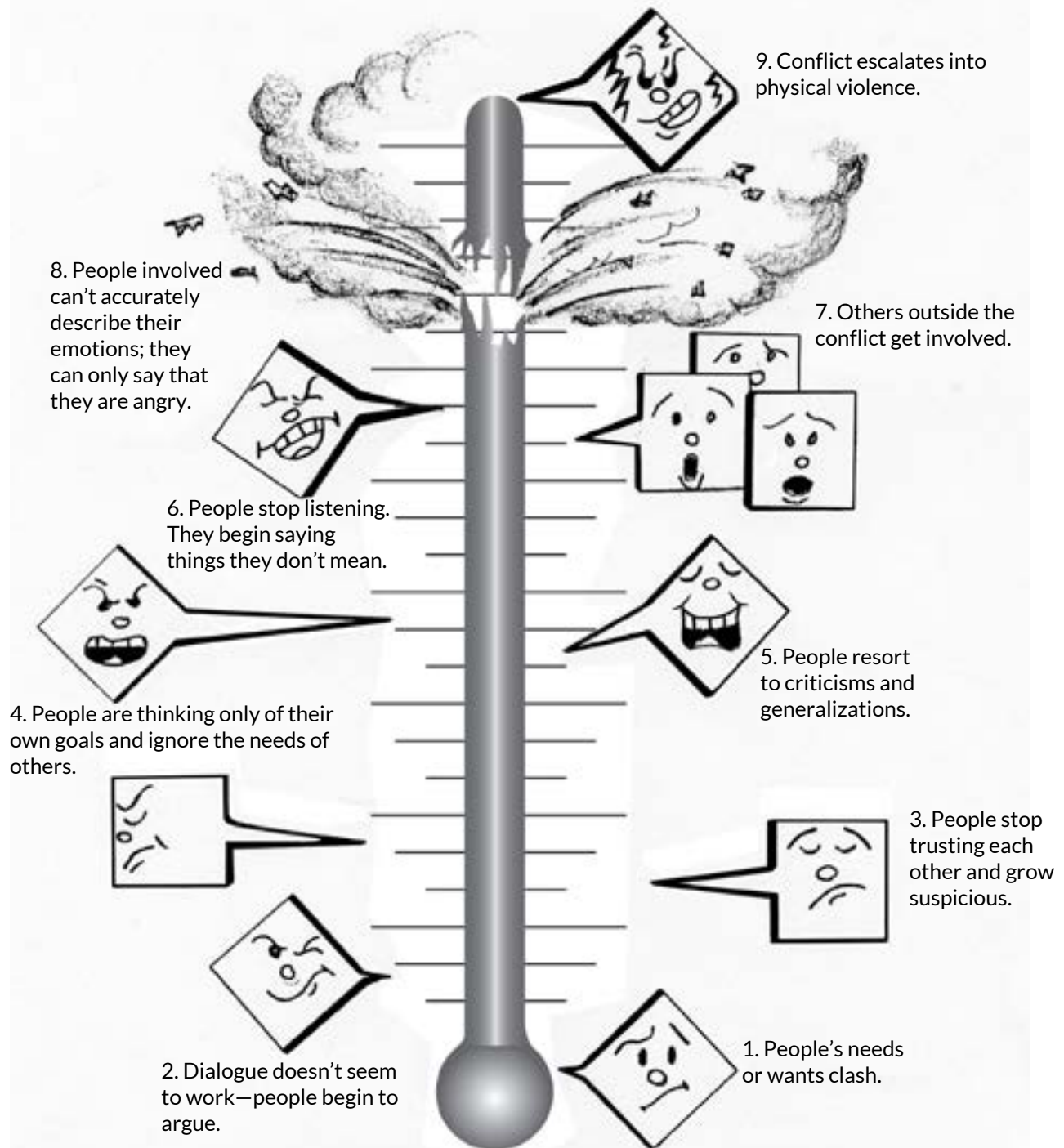
persevere: to persist in any purpose or enterprise; to continue striving despite difficulties.

prioritize: to deal with in order of importance.

realistic: based on things as they really are.

visualization: 1. to form a mental image of. 2. to conceive an image or a picture of, especially as a future possibility.

THE STAGES OF CONFLICT



VOCABULARY OF FEELINGS

A

Afraid
Aggressive
Annoyed
Anxious
Apathetic
Apologetic
Apprehensive
Ashamed
Audacious

B

Bashful
Bold
Bored
Brave

C

Calm
Cautious
Cheerful
Comfortable
Competent
Confident
Confused
Curious
Cynical

D

Decisive
Depressed
Determined
Disappointed
Disapproving
Disgusted
Distressed

E

Ebullient
Ecstatic
Embarrassed
Energetic
Enraged
Enthusiastic
Envious
Excited
Exhausted

F

Friendly
Frightened
Frustrated

G

Grateful
Greedy
Guilty

H

Happy
Helpless
Hopeful
Horrorified

I

Impatient
Incompetent
Indecisive
Indifferent
Innocent
Insecure
Inspired
Insulted
Intimidated
Irritated

J

Jealous
Joyous

L

Lazy
Listless
Lonely

M

Marvelous
Mischievous
Miserable
Morose

N

Negative
Nervous

O

Oblivious
Optimistic
Overwhelmed

P

Paranoid
Peaceful
Perplexed
Petrified
Proud
Puzzled

R

Reckless
Regretful
Relaxed
Restless

S

Sad
Satisfied
Secure
Serene
Shocked
Shy
Silly
Skeptical
Sleepy
Sluggish
Smart
Stimulated
Stupefied
Subdued
Sullen
Suspicious
Surprised
Sympathetic

T

Tense
Tentative
Timid
Tranquil
Trusting

U

Uncomfortable
Undecided

W

Wary
Whimsical
Worried

Z

Zealous

I SAID...I MEANT

Brenda and Maria are yelling at each other...

BRENDA: "I went to the store because I had to buy milk for Shante."

MARIA: "I can't believe you did that! You're so stupid, leaving my baby sister by herself!"

BRENDA: "...but I asked Jeremy to watch her while I was out."

MARIA: "I don't even know why I trusted you to watch her anyway!"

BRENDA: "Fine! Take care of your own baby sister!"

.....

They meant...

BRENDA: "I went to the store because I had to buy milk for Shante."
I was worried because there wasn't any milk in the house for the baby.

MARIA: "I can't believe you did that! You're so stupid, leaving my baby sister by herself!"
It's so dangerous to leave a baby alone! I'm terrified that something could have happened to her!

BRENDA: "...but I asked Jeremy to watch her while I was out."
I'm stupid? What kind of sister takes care of her baby sister but doesn't have milk in the house?

MARIA: "I don't even know why I trusted you to watch her anyway!"
I had doubts about leaving Shante with her anyway. I remember the time she let her cry in the crib. I never said anything, but I was really annoyed.

BRENDA: "Fine! Take care of your own baby sister!"
And I was only doing her a favor! Forget it. I'll never help her out again.

WIN-WIN, MY NEEDS/YOUR NEEDS

GUIDELINES FOR CREATING WIN-WIN SITUATIONS

- ☐ Choose neutral territory for a meeting.
- ☐ Don't lie or exaggerate; build trust from the start.
- ☐ Use good nonverbal communication: make eye contact, use a nonthreatening posture, and stay focused.
- ☐ Try to find common ground.
- ☐ Be open-minded about other suggestions.
- ☐ Focus on the things that are most important to you, and try to determine the things that are most important to the other person.
- ☐ Stay in the present; avoid bringing up past arguments.
- ☐ Set a time frame that both of you agree on.
- ☐ Commit to a solution, and don't go back.

MY NEEDS/YOUR NEEDS

What is the problem? _____

What do both sides stand to lose? _____

What does person A want? Why? _____

What does person B want? Why? _____

What does person A need? _____

What does person B need? _____

Other factors for person A?* _____

Other factors for person B?* _____

**Other factors that motivate people may include a need to be in control, a need for money, and a need to feel recognized or loved.*

GLOSSARY

assumption: something taken for granted or accepted as true without proof.

compromise: a settlement of differences in which each side gives up something; a middle course.

conflict: a state of disharmony between incompatible or opposed persons, ideas, or interests; a clash.

defuse: to make less dangerous, tense, or hostile.

empathize: to identify with and understand another's situation, feelings, and motives.

intervention: to come in or between to interrupt or alter an action.

mediator: a person who negotiates the disputes of others with their consent, for the purpose of reconciling differences.

negotiation: to meet with another or others in order to compare views and come to terms or reach a mutual agreement.

perception: insight, intuition, or knowledge gained by observation.

resolution: 1. a course of action determined or decided on. 2. an explanation, as of a problem or puzzle; a solution.

resolve: 1. to make a firm decision about. 2. to find a solution; solve.

stereotype: 1. an oversimplified image or opinion. 2. a set of inaccurate, simplistic generalizations.

strategy: a plan of action to accomplish a specific or challenging goal.

tactful: sensitivity to what is proper and appropriate in dealing with others, including the ability to speak or act without offending.

tolerate: to recognize and respect the rights, beliefs, or practices of others.

PROBLEM SOLVING BY

GROUP MEMBERS _____

ACTIVITY _____

DECISION MAKING STEPS

COMMENTS

1. Define the issue.
2. Gather information.
3. Develop alternatives.
4. Analyze the consequences.
5. Make the decision.
6. Consider feedback and evaluation.

GLOSSARY

classify: to arrange or organize according to class or category.

discrimination: 1. the state or condition of being treated differently according to gender, age, or race; prejudice. 2. differential treatment; bias.

mediation: friendly intervention in disputes of others for the purpose of resolving differences.

problem: 1. a question to be considered, solved, or answered. 2. a situation, matter, or person that presents difficulty.

sexual harassment: any unwelcomed communication or conduct of a sexual nature.

WEEKLY PLANNER

Week of: _____

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

LEARNING STYLES PROFILE

For the following statements, write “2” if the statement describes you almost always, “1” if the statement describes you sometimes, and “0” if the statement describes you almost never.

1. _____ I understand what a teacher is saying much better if he or she draws a diagram or graph.
2. _____ I can hear a song once or twice and am able to sing the lyrics.
3. _____ I learn best when I discuss the material with someone else.
4. _____ I prefer solving algebra problems to solving geometry problems.
5. _____ When I decide that I want something, I do everything I can to get it.
6. _____ I am good at doing impressions of people.
7. _____ I am a good writer.
8. _____ I like to figure out the relationship between items.
9. _____ I remember names well.
10. _____ I think in images and mental pictures.
11. _____ I am very aware of my emotions.
12. _____ I can tell when musical notes are off key.
13. _____ I am good at persuading people to agree with me.
14. _____ I like being physically active.
15. _____ I often sing to myself.
16. _____ I like to write stories, letters, or poems.
17. _____ I know how I will react in most situations.
18. _____ I like playing games of strategy (like chess) and solving riddles.
19. _____ I am able to sense what other people are feeling.
20. _____ I like to tell stories.
21. _____ I like keeping my possessions well organized.
22. _____ I can quickly pick up new dance steps or sports moves.
23. _____ I need time to myself every day.
24. _____ I draw sketches all over my notebooks.
25. _____ I enjoy participating in clubs and group activities.
26. _____ I like to create rhythms.
27. _____ I am good at packing and fitting items into suitcases, boxes, cars, and so on.
28. _____ I like learning about science or math.
29. _____ I know what my strengths and weaknesses are.
30. _____ I play a musical instrument well.
31. _____ Taking a walk helps me relax.
32. _____ I often feel that the best way for me to express myself is to write down my thoughts.
33. _____ I am the person people call to find out what is happening on the weekend.
34. _____ It really helps me to color code notes or assignments.
35. _____ I am good with tools.

LEARNING STYLES SUMMARY

Bodily- Kinesthetic	Musical	Spatial	Logical- Mathematical	Linguistic	Interpersonal	Intrapersonal
6 _____	2 _____	1 _____	4 _____	7 _____	3 _____	5 _____
14 _____	12 _____	10 _____	8 _____	9 _____	13 _____	11 _____
22 _____	15 _____	24 _____	18 _____	16 _____	19 _____	17 _____
31 _____	26 _____	27 _____	21 _____	20 _____	25 _____	23 _____
35 _____	30 _____	34 _____	28 _____	32 _____	33 _____	29 _____
Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____	Total: _____

QUESTION NUMBER

PROJECT ASSIGNMENT

CLASS: U.S. HISTORY

Topic: The events that preceded the Revolutionary War (e.g., the Boston Tea Party, the Stamp Act, the Boston Massacre, Paul Revere's ride)

Assignment: Create a plan for a presentation about one of the key events that preceded the Revolutionary War.

[illegible]

LUIS'S STORY

Luis's alarm began blaring at 6:00 in the morning. He had decided to get up early to finish an oral presentation that was due that day. Thinking that a few extra minutes of sleep would make him feel well rested and help his presentation, Luis reached out and pressed the snooze button.

After dozing for what felt like seconds, Luis reached over to hit the snooze button again, and saw that it was 7:00, his usual wake-up time. He jumped out of bed and got ready for school. He had about five minutes to look over his presentation before he ran out the door.

When school ended at 3:30, Luis's day hadn't gone well. Not only had he been unprepared for his presentation, but he had also forgotten about an essay that had been due that day. Luis really wanted to pass his classes this semester. He needed good grades in order to get into the school that his brother attended. Frustrated, Luis decided that he needed a break from schoolwork. He walked home and turned on the TV to help him unwind.

At 4:30, he realized that he only had 30 minutes before he had to leave for work. He lugged his backpack to his room and dumped his books out on the desk. Luis knew that he had written down his math assignment somewhere, but he couldn't find it. When Luis finally found the assignment, he realized that he needed a pencil

and went to the kitchen to get one. In the kitchen, Luis saw a bag of chips sitting on the counter and started eating. His boss never let him eat on the job, so he decided to fix himself a sandwich.

Glancing at the clock, Luis sat down with his sandwich and realized that he only had 10 minutes before he had to leave for work. He knew that he could never get anything done in such a short time. He felt as if he'd never catch up with his homework.

When Luis got home from work at 9:00, he was exhausted. His favorite show was on, so he watched TV with his brother. When the show ended at 10:00, he sat down at his desk to do homework. He had to complete the essay and that math assignment. Luis figured he could rush through the math assignment because his teacher didn't always check homework, so he started with that. Luis finished the math and moved on to the essay. As he was digging through his papers looking for the right text and notes to answer the question, the phone rang—it was his girlfriend. They'd had an argument the day before, and Luis hadn't spoken to her since. He talked to her for a while.

When Luis finally got off the phone, it was close to midnight. He looked at the papers scattered on his desk. There was no way he could finish this tonight anyway.

1. Did you relate to Luis's story? Why or why not?
2. How did Luis's own feelings of frustration affect his studies?
3. What things distracted Luis from getting his homework done? Give specific examples from the story.
4. What could Luis have done differently to better manage his time?

DAILY PLANNER

Today's Date: _____

SCHEDULE	MATERIALS NEEDED (E.G., BOOKS, SPORTS EQUIPMENT, ETC.)
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
11:00 – 12:00	
12:00 – 1:00	
1:00 – 2:00	
2:00 – 3:00	
3:00 – 4:00	
4:00 – 5:00	
5:00 – 6:00	
6:00 – 7:00	
7:00 – 8:00	
8:00 – 9:00	
9:00 – 10:00	
10:00 – 11:00	
Don't forget:	

TERM PLANNER

DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____
DATE	MONTH:_____	DATE	MONTH:_____

OUT OF TIME

When work and activities take up all your so-called free time, how can you find a minute to be yourself?

"I feel like I'm indoors all the time," says Michael Colley, 18, a junior at Mount Vernon High School in New York. "I miss going to the park, seeing movies and relaxing."

Megan Thornton, 17, a junior at Cumberland Valley High School in Mechanicsburg, Pa., says: "People always tell me that life is only going to get more hectic in college. But I know it can't possibly get any worse than it is now."

Michael and Megan have the same problem: overbooked schedules. They spend more time on their extracurricular activities and jobs than on their homework, and more time on their homework than with their friends. And they're just two members of a generation of time-challenged teens: 66 percent of you told a *React* poll that you don't have enough free time.

"Adolescence is so much more competitive," says Penny Peterson, psychologist for Montgomery County, Md., public schools. "It's no longer enough to get the lead in the school play or be hockey captain: You have to do those things and be head of the student council and hold down your job at the mall."

Many teens say they overload their high school schedules in a race for college admissions. "I did all kinds of activities in high school and was busy all the time," says Kim Warhurst, 18, a freshman at Butler County Community College in El Dorado, Kan., near Wichita. "My guidance counselor said that activities look good on your transcript—that you've got a better shot at college scholarships if you're extremely well-rounded. And the adults in charge of each activity all expected you to put their activity first."

"I'm still busy all the time," Kim says. Most days, she gets back to her room after midnight, after classes, homework, time at her college newspaper and a part-time job at Wal-Mart. Her schedule, she says, forced her to give up some of her high school activities: "I had to quit violin and softball because I had to focus on future goals."

Megan had been pursuing a career in music, practicing piano, flute and voice each for a half-hour a day, but has now changed her focus. "I know that I'd have to put in more time and effort than I'm willing to at this point," she says. "There's too much time involved in practicing. I'd rather have time to talk on the phone with my friends. There's more to life than practicing piano, flute and voice all the time. I'd rather have more balance."

For other students, social pressures, not schedules, keep them working into the night. "Kids in my school seem really rich—they're wearing a different North Face jacket every week," says Aryanna Fernando, 18, a senior at Beekman High School in New York City. Along with dance practice and pottery class, Aryanna has held a series of jobs to earn the cash she feels she needs to keep up with her peers. "I don't want to be a slacker," she says, "and because I'm a senior, I get much less sleep than ever before."

There are some benefits: Kim says working on school publications is preparing her for a future as a writer. David Skeist, 18, a senior at the Dalton School in New York City, says that his singing group, chorus and school play give him a built-in social life: "Putting on a production with a bunch of people makes me feel proud, part of a team. But by belonging to various groups, I don't

OUT OF TIME

(continued)

get stuck in one clique.”

But there are risks to stressful, fast-paced days, such as skimping on sleep to squeeze in homework late at night or at dawn and then relying on caffeine and junk food to reenergize. “I’m seeing an increasing number of teens with stress-related physical complaints—gastrointestinal problems, insomnia, headaches and trouble staying awake in class,” Peterson says. And when overwhelmed students turn to alcohol, cigarettes or other drugs to stay awake all night, to get to sleep or to reduce emotional stress, an impressive high school transcript can turn into a ticket to the hospital, she says.

To prevent a stuffed schedule from sucking the joy out of life, Peterson says, ask yourself this question: Do I no longer have time for things in my life that give me joy—like time with family or friends or the hobby I used to love? If so, it’s time to make a change.

“It takes courage to turn things down, but you’ve got to do it,” she says. “Eliminate a couple of activities. It’s much better to involve yourself in two or three activities and really excel in them, rather than spread yourself too thin with things you only have time to do halfheartedly.”

TAKE YOUR TIME BACK

If your schedule is threatening to swallow you whole, try following these tips for stopping the stress.

KICK BACK

When you finally make it home, Dr. Peterson recommends that you take some “mental health” time for yourself. Before

starting your homework, lie down on your bed for a few minutes or have a quick chat on the phone. The break will give you a chance to switch gears from soccer to geometry. Kim says she listens to classical music and takes long drives in the country to relax. Michael watches videos. Herbal baths and meditation work for Aryanna.

DON'T PANIC

Are you afraid that if you’re not involved with every activity at school, you won’t make it into the college of your choice? Don’t be. For one thing, Peterson says, “You might juggle all those activities and still not get into your dream school.” On the other hand, many schools are often more impressed by students who did amazing things with one or two time-intensive activities than by those who joined 15 groups they couldn’t have spent that much time with.

FIND A SYMPATHETIC EAR

Megan tells her parents whenever she feels like she’s drowning, and it pays off. But if you can’t imagine making the changes you need in your lifestyle to cut your stress—and your parents can’t help because they don’t understand the pressures you’re under—ask a guidance counselor for help. “Sometimes you need to hear from your parents, your coach or whoever that it’s OK to shift priorities—that it’s crucial for your sanity,” Peterson says.

—Jennifer Kornreich

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ACTIVE NOTE TAKING

1. What do I know about this topic?

2. What do I want to know about this topic?

3. How will I find out what I want to know?

4. Focus on the important details.

COUNT THE LETTER

Read the following paragraph and count the number of times the letter “f” appears.

The sheriff of Fargo, North Dakota, recently found a large bag of five dollar bills. He’s not sure how many fives there are in the bag, but he is going to assign some of Fargo’s most fearless investigators to look into the incident.

TEST TAKING SELF-ASSESSMENT

1. How did you feel when the teacher said that you were going to take a quiz?
2. Why did you feel this way?
3. How far in advance do you usually begin studying for a test?
4. Name three study tools that help you prepare for a test.

GAME SHOW

- 1. What kind of study sheet helps you to compile notes, such as names and dates?**
A key terms sheet
- 2. How far in advance should you begin to study for a test?**
Five to seven days
- 3. Complete the sentence: It can help your attitude to think of a test as _____.**
An opportunity to show what you know
- 4. Why does a pop quiz often cause more anxiety than a quiz announced beforehand?**
Because you don't have an opportunity to prepare
- 5. Name two effective study practices.**
Any two of the following: taking good notes in class, staying organized, making note cards or flash cards, compiling notes into a key terms sheet or a general themes sheet, mnemonic devices, studying in groups, scheduling study time, reviewing notes after class, or finding a quiet place
- 6. True or false: You should spend as many hours as possible studying the night before a major test.**
False—you should relax and get a good night's sleep
- 7. What kinds of people should you avoid on the day of an exam?**
People who make you nervous
- 8. Name two advantages of studying in groups.**
Any two of the following: lets students learn from one another, in-depth discussions, steady studying schedule, moral support, makes studying more fun, teaching others increases your own retention of facts
- 9. Name two disadvantages of studying in groups.**
Any two of the following: lost time if friends are not prepared, lost time going over things you already know well, panicky students spread test anxiety, groups use time less efficiently
- 10. Name two things you should do the morning of a test.**
Any two of the following: eat a good breakfast, dress comfortably, bring a watch, arrive early, make sure you have all the materials you need
- 11. True or false: You should eat a very big breakfast the day of an exam.**
False—you should eat a healthy breakfast, but not more than you usually eat
- 12. Name two important strategies to use during a test.**
Any two of the following: look over the entire test before you begin, budget time (based on point values), read directions carefully, read each question carefully, watch the time and pace yourself, circle difficult questions and come back to them
- 13. Name one anxiety-reducing strategy.**
Any of the following: be well prepared, take deep breaths, think of a peaceful place

STRESS OR NOT?

The following dialogue has three roles:

- Teacher
- Eddie
- Dominique

Practice the dialogue several times before performing it in front of the class.

For about 30 seconds, the two students sit at desks at the front of the room. Eddie shuffles frantically through papers, trying to cram for a history test. Dominique sits calmly, and looks relaxed, perhaps reading a book. The teacher enters the room and walks over to his desk in the corner, talking as he walks.

TEACHER: Okay class, it's time for your history test. I need you to clear everything off your desks.

EDDIE: (still shuffling, to himself) One more time...Okay, who was president during the Great Depression?

TEACHER: Eddie, did you hear me? It's time for the test. Please clear everything off your desk. (Teacher begins organizing some papers.)

DOMINIQUE: (to Eddie) Hey, what are you so worried about? This thing is going to be a breeze!

EDDIE: What do you mean it's going to be a breeze? I need at least a B in this class to be eligible to play this year, and if I don't do well on this test, I'm never going to get it.

DOMINIQUE: Well, I need to get a good grade in this class, too. This is an important requirement for the college I want to get into. But you don't see me freaking out over it.

TEACHER: (returning attention to students) Class, I can't begin the test until your desks are clear.

DOMINIQUE: (to Eddie) C'mon! I want to get started!

Eddie looks up with an expression of panic.

STRESSFUL SITUATIONS

GLOSSARY

analogy: similarity between things that are otherwise dissimilar.

distraction: an interruption of the mind.

edit: to prepare written material for publication or presentation by correcting, revising, or adapting.

final draft: the final version of written material in which all the mechanics, such as spelling, punctuation, and grammar, are perfected.

first draft: the first version of written material in which the writer captures his or her main thoughts and ideas.

interpersonal: relating to, occurring among, or involving several people.

kinesthetic: consisting of or depending on motion; active.

linguistic: of or pertaining to language.

logical: based on earlier or otherwise known statements, events, or conditions; reasonable.

mnemonic: a device, such as a formula or rhyme, used as an aid in remembering information.

proofread: to review and revise a written piece until all spelling, grammar, and punctuation errors are corrected.

spatial: of or pertaining to how things relate in space.

theme: a topic of discussion; main or key idea.

REAL TIME

For one week, record the amount of time you spend on each activity you do. Write in after-school or part-time jobs, sports or other hobbies, chores, reading for pleasure, talking on the phone, dates, and so on.

[illegible]

REAL TIME TALLY

There are 168 hours in the week. Here is how I spend my time:

sleeping: _____

other activities: _____

school: _____

eating: _____

watching TV: _____

talking on the phone: _____

TOP FIVE FAVORITE ACTIVITIES:

1. _____
2. _____
3. _____
4. _____
5. _____

LEARNING STYLES (To the teacher: Save for part 3.)

Cut out each learning style. Tape them to the bottom of the appropriate skill category on the “Skills” activity sheet.

Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Social, Intrapersonal
Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Social, Intrapersonal
Athletic, Body	Musical	Visual, Artistic	Mathematical, Logical	Verbal, Linguistic	Social, Interpersonal	Social, Intrapersonal

Pick three of your favorite activities. List the skills needed for each below.

Activity: Skills:	Activity: Skills:	Activity: Skills:

List each skill above under the appropriate heading below. Count the number of skills and write the total below each box.

PEOPLE (or ANIMALS)	THINGS	INFORMATION
Learning Style(s): 	Learning Style(s): 	Learning Style(s):

TOTAL: _____

TOTAL: _____

TOTAL: _____

With the skills I have, I might enjoy a job, career, or profession working with _____

THREE SKILL GROUPS, MANY OCCUPATIONS

<p>A. People (or Animals)</p> <ul style="list-style-type: none"> • helping or caring for • entertaining • teaching • coaching <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p>	<p>B. Things</p> <ul style="list-style-type: none"> • repairing • operating vehicles • using tools • working with nature <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p>	<p>C. Information</p> <ul style="list-style-type: none"> • planning • creating • designing • organizing <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Occupations</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p> <p>• _____</p>
---	--	---

COLLEGE SURVEY

<i>Technical Schools</i>	<i>Community Colleges</i>	<i>Four-Year Colleges/Universities</i>
Name: Notes:	Name: Notes:	Name: Notes:
Name: Notes:	Name: Notes:	Name: Notes:
Name: Notes:	Name: Notes:	Name: Notes:

NARROWING THE FIELD

COLLEGE A:	COLLEGE B:	COLLEGE C:
_____	_____	_____
Tuition: \$ _____ per credit	Tuition: \$ _____ per credit	Tuition: \$ _____ per credit
Cost of _____ degree: \$ _____	Cost of _____ degree: \$ _____	Cost of _____ degree: \$ _____
Location:	Location:	Location:
Requirements:	Requirements:	Requirements:
Other Information:	Other Information:	Other Information:

PREP FOR COLLEGE

9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
English: _____ Grade: ____	English: _____ Grade: ____	English: _____ Grade: ____	English: _____ Grade: ____
Math: _____ Grade: ____	Math: _____ Grade: ____	Math: _____ Grade: ____	Math: _____ Grade: ____
History: _____ Grade: ____	History: _____ Grade: ____	History: _____ Grade: ____	History: _____ Grade: ____
Science: _____ Grade: ____	Science: _____ Grade: ____	Science: _____ Grade: ____	Science: _____ Grade: ____
Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____	Foreign Language: _____ Grade: ____
Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____	Art (Visual and Performing): _____ Grade: ____
Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____	Electives/other courses: _____ Grade: ____

BRONX ROOTS STILL NURTURE CAREER PATHS

BY DAVID GONZALEZ

When Louis J. Cappelli graduated from William H. Taft High School in 1949, he ended up doing what most of his buddies in the Bronx did: not much. There was a recession, and jobs were tight. He would walk from his home at Courtlandt Avenue and 160th Street, cross Park Avenue and head to their hangout on Morris Avenue and 165th, where the biggest attraction some days was watching the street get paved.

"None of us was working," he said. "We had a nice time hanging out on the corner, shooting pool, listening to music and going to the movies. We made a few dollars delivering orders."

Then came another order.

"My father said, 'Louie, get a job,'" Mr. Cappelli said. "My father only had to tell me once." So Louie dressed himself up in his high school graduation suit, bought the New York Times and looked in the classified under "Office Boy," because that was "what I thought I was capable of doing."

One ad led him to the Standard Factors Corporation.

"I was instantly offered the job," he said. "I started working the same day. And I've been here ever since."

Has he ever. Louie, the iceman's son, has gone from the street corner to the corner office as the chairman and chief executive officer of Sterling Bancorp, the successor to Standard Factors. His 50-year journey left him grateful for life's many blessings, starting with his parents' work ethic. So when he goes to his Park Avenue office, he remembers that road's northern reaches in his old neighborhood.

"I never forgot where I come from," he said. "I tell my colleagues, when you look in the mirror, don't kid yourself about who you are. Don't try to be anything else."

There was a time when others told him to forget about being much of anything. He admits to having been an average student, one who sometimes sassed the teachers. Back then, his family lived at Morris Avenue and 162nd Street, near Yankee Stadium....

His father, Peter, who came to America as a teenager, made his living hauling hunks of ice. Though he was not educated, he kept track of accounts in his mind. He taught his children the value of respecting family and community. Mr. Cappelli's two brothers and sister taught him the value of education, urging him to get an academic diploma at Taft, rather than go to the vocational schools that his friends attended.

He rose through the bank's hierarchy while earning a degree from City College at night. He studied accounting, a discipline that he speaks of reverently. The numbers on a spreadsheet, he says, tell stories of businesses and the people who work for them, including his bank. He feels a responsibility to them, he said, because at one point or another in his career, he probably had their job....

BRONX ROOTS STILL NURTURE CAREER PATHS

(CONTINUED)

"I traveled through the ranks, so I know what it's like. I didn't come out of Harvard Business School and start as a vice president....

"If you're smart enough," he said. "It's not luck. It's timing. You need to be in the station at the right time."

Or the classroom. A few years ago he was Principal for a Day at Taft High School....In one sophomore class, Noemi Cruz listened to his corporate success story.

"How do I get a job at your bank?" she asked, half joking.

He hired her. She began working summers, and continued after graduation. She is now an administrative assistant, working full time while going to New York University at night, courtesy of the bank.

"I want to stay right here," she said. "Hopefully, I'll get his office...."

"I can relate to her," he said. He snapped his fingers. "Like that, I can relate to her."

*This article is excerpted and reprinted from *The New York Times*.

A+ APPLICATIONS

Answer all the questions in detail.	Write or type neatly.
Proofread and revise.	Mark the deadline on a calendar.
Reread the application before mailing. Be sure that the necessary signatures and application fee are enclosed.	Consider submitting supplemental materials that illustrate long-term hobbies, describe part-time work, include an audio or video recording of original music or dance performances, or contain published poetry or other writing.
Read the entire application.	Copy your final draft.
Write a cover letter that draws attention to particular strengths or explains a situation that the application did not cover.	Make copies of the application for rough drafts.
Follow directions carefully.	Plan to give yourself plenty of time to complete each application.

COLLEGE APPLICATION PLANNER

Directions: Write the name of one of your top college choices in each column. Fill in the dates as you complete each step.

APPLICATION STEPS	COLLEGE	COLLEGE	COLLEGE
<i>Application requested</i>			
<i>Application received</i>			
*APPLICATION DUE			
<i>Personal data completed</i>			
<i>Educational data completed</i>			
<i>Test information completed</i>			
<i>Family information completed</i>			
<i>Honors, extracurricular completed</i>			
<i>Work experience completed</i>			
<i>Short essay draft 1</i>			
revised			
final			
<i>Personal statement outline</i>			
draft 1			
draft 1 revised			
draft 2			
draft 2 revised			
draft 3			
draft 3 revised			
final draft			
proofread			
completed			
APPLICATION MAILED			

APPLY YOURSELF

Every night this fall, Jenna Arnold, 17, rehearsed for her high school musical. But whenever Jenna had a spare moment, she worked on the story of her life. The senior from Elkins Park, Pa, doesn't want to be a writer—she hopes to be a set designer one day. But to achieve her goal, she knew she had to perfect a single, hugely important essay.

Like millions of college-bound seniors, Jenna has to wow admissions officers with her grades, SAT scores, activities—and a personal essay. “It’s the only part of the application where you have to express yourself and tell them who you are,” says Josh Berezin, 19, of Shaker Heights, Ohio, who turned the essay that helped him get into Yale University into the book *Getting into Yale* (\$14, Hyperion). “It’s your chance to be creative.”

But that can be tough if you haven’t had much practice writing.

Parke Muth, assistant dean of admissions at the University of Virginia, has seen plenty of essay triumphs—and failures. “One of the major problems is a lack of focus,” he says. “People think they have to come up with a huge, important topic—the Middle East, abortion. That’s much too large.”

To help you find your focus, check out these tips from Muth, Jenna and Josh:

- **Think small.** Choose a topic that allows you to write from a personal perspective and use specific details. Jenna focused on her bout with a rare disease, alopecia areata, which causes baldness. “There I was, trying to live a normal life and wanting to date boys,” she says. “And

I was always worrying about my wig falling off.” Jenna chose a single, traumatic episode to describe—the moment a friend accidentally knocked her wig off.

“I felt my wig slide slowly backward down the back of my head, like chocolate syrup rolling down a scoop of ice cream. My deepest fear became a reality; I was exposed. In the sunlight, out in the open, my secret was revealed, as were the few patches of hair I had remaining on my head.”

- **Write vividly.** And let the action flow naturally. Here’s how Josh described himself on the field:

“Even I have to laugh sometimes. Here I am, at 5-foot-8, surrounded by my fellow offensive linemen, who average 6-foot-2. It must be a sight to see. Me, in the back of the huddle, clawing my way back within earshot

of the quarterback, or stretching up on the tips of my toes, straining to read his lips.”

- **Be willing to take a risk.** Some applicants attach cartoons, write movie scripts or ignore the question and take off on fantasies of their own.

“Of course, you can crash and burn, too,” Muth says. “Someone who isn’t a strong writer probably should not take a risk.”

But sometimes a risk pays off big. Published author Josh says he never imagined himself to be much of a writer. “The only piece of advice I can think of is to be yourself,” he says. “It sounds stupid and clichéd and everything, but that’s the only way it’s gonna be good.”

—Joseph D’Agnese

*Reprinted with permission from *React* magazine.

TOPIC BRAINSTORMING

Write one idea in each box.

PERSONAL RELATIONSHIPS AND INFLUENCES	LIFE EXPERIENCES	PERSONAL QUALITIES

HERE'S THE MONEY

Program name: _____

Program description:	
What you must be to be eligible:	
What you must do while in school:	
Loan or grant amount or limit:	
Repayment begins as follows:	
How to apply:	
When to apply:	
Notes:	

STATEMENT OF EDUCATIONAL PURPOSE/REGISTRATION COMPLIANCE

I hereby affirm that any funds received under the Pell Grant, the Supplemental Educational Opportunity Grant, the College Work-Study, the Perkins/Stafford Loan, the Supplemental Loans for Students, or the Parent Loans for Undergraduate Students will be used solely for expenses related to attendance or continued attendance at the institution below. I further understand that I am responsible for repayment of a prorated amount of any portion of payments made which cannot reasonably be attributed to meeting educational expenses related to attendance at the institution. The amount of such repayment is to be determined on the basis of criteria set forth by the U.S. Secretary of Education.

I affirm that to the best of my knowledge, I do not owe a repayment on a Pell Grant, a Supplemental Educational Opportunity Grant, or a State Student Incentive Grant previously received for study at any institution. To the best of my knowledge, I am not in default on a Perkins/Stafford Student Loan or a Parent Loan for Undergraduate Students.

☐ I certify that I am registered with the Selective Service.

or

☐ I certify that I am NOT required to be registered with the Selective Service because

☐ I have not reached my eighteenth birthday.

☐ I am a female.

☐ I am in the Armed Services on active duty. (Members of the National Guard and the Reserves are not considered on active duty.)

☐ I am a permanent member of the Trust Territory of the Pacific Islands or the Northern Mariana Islands.

Notice: You will not receive Title IV financial aid unless you complete the statement and, if required, provide proof that you are registered with Selective Service. If you state falsely that you are registered or that you are not required to register, you may be subject to fine, imprisonment, or both.

I certify that the information contained in this application is true and complete. I will notify the Director of Financial Aid of any change in my family's financial status in writing.

WARNING: If you purposely give false or misleading information on this form, you may get a fine, a prison sentence, or both.

Signature

Date

Parent or Guardian's Signature(s)

Date

GLOSSARY

associate's degree: a degree presented by a two-year college after the prescribed course of study has been successfully completed.

bachelor's degree: a degree presented by a four-year college or university after the prescribed course of study has been successfully completed.

campus: the grounds of a school, college, university, or hospital.

common application: a standardized application form that high school students may fill out once and send to a variety of schools.

community college: colleges that offer associate's degree programs, and usually require two years of full-time study.

credit: official certification or recognition that a student has successfully completed a course of study; a unit of study.

degree: an academic title given by a college or university to a student who has completed a course of study.

dormitory: a building for housing a number of students at a school.

grant: cash awards that need not be repaid.

intercollegiate: involving or representing two or more colleges.

intramural: existing or carried on within the bounds of an institution, especially a school.

liberal arts: a course of study that includes a wide range of subjects, giving students a taste of many different fields and disciplines.

major: a field of academic study in which a student chooses to specialize.

minor: a secondary area of specialized academic study, requiring fewer courses or credits than a major.

scholarship: a grant for financial aid awarded to a student, as for the purpose of attending college.

tuition: a fee for instruction, especially at a formal institution of learning such as a college.

vocational school: a school that provides training in a special skill or craft to be pursued in an occupation.

work-study: a program in which students receive money towards their tuition in exchange for work performed for a university or college.

CLASSIFIED

Movers needed immediately
no exp. nec.
\$15/hr., temporary
call 201-555-2899

Administrative Assistant,
must have good admin skills,
Entry Level
65 wpm, organized,
project-oriented
\$34,000/yr + ben.
call Rhonda 602-555-2894

Computer Technician
College degree req'd.
3 yrs. exp.
\$50,000/yr + benefits
315-555-5757
Advancement possible

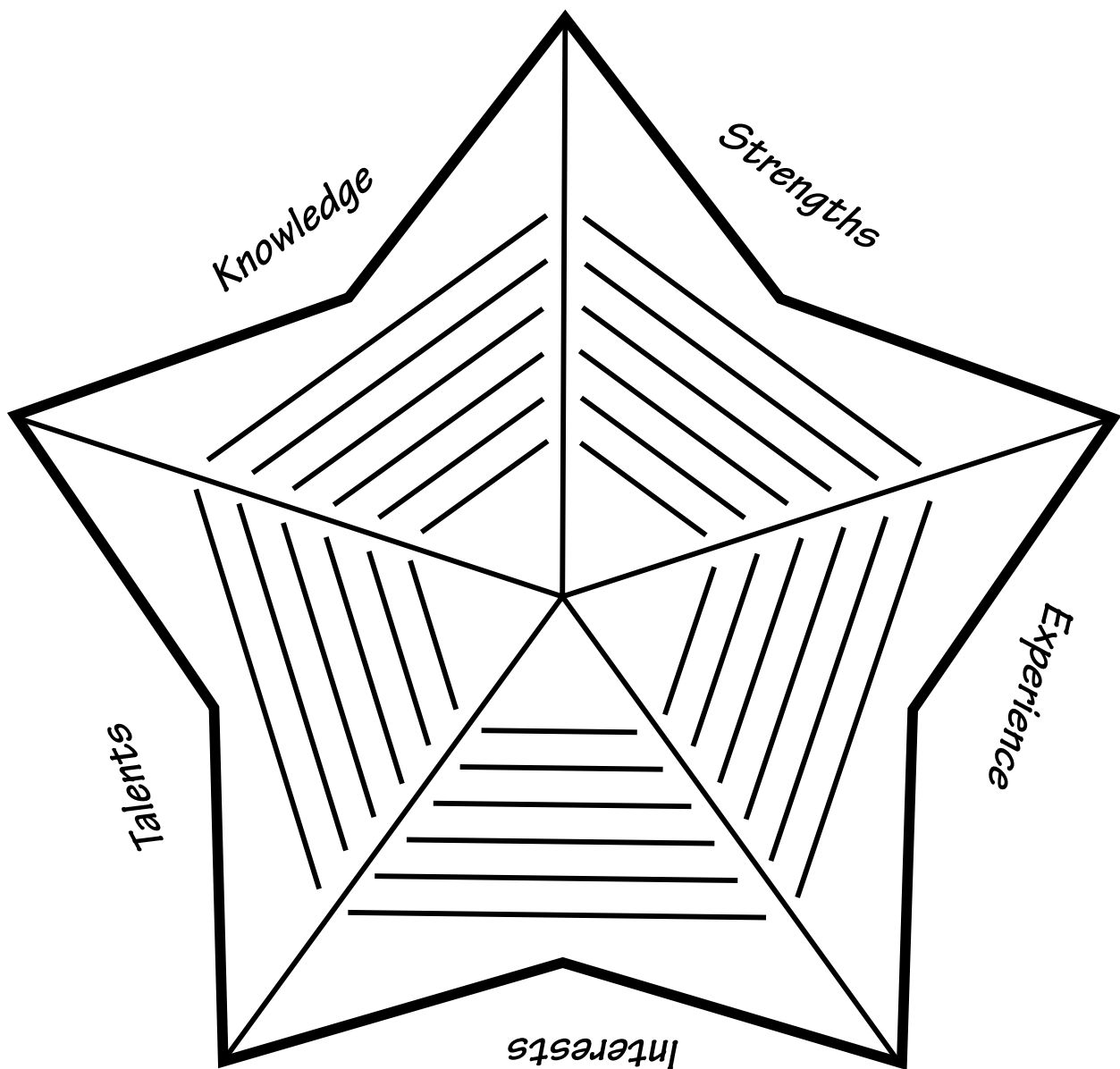
Social Worker. College
Degree. Work with elderly.
Strong communication and
interpersonal skills.
\$32,000/yr. + ben.
Send resume to Personnel,
Lockwood Hospital,
109 Main Ave. Mayville, MN.

Directions: Complete the chart below by writing the appropriate information in each box.

	SKILLS	SCHOOL	SALARY	BENEFITS	CAREER
Mover					
Administrative Assistant					
Computer Technician					
Social Worker					

MY QUALIFICATIONS

Personal Facts:



IDEAL JOB EQUATION

QUALIFICATIONS	+	SALARY/BENEFITS	+	LOCATION	+
<div></div>		<div></div>		<div></div>	
ENVIRONMENT	-	LIMITING FACTORS	=	MY IDEAL JOB	
<div></div>		<div></div>		<div></div>	

SAMPLE JOB POSTING

COMMUNICATIONS COORDINATOR

Business, Inc.
Denver, CO

Description

Business, Inc. is looking for an experienced, personable, and energetic communications coordinator to join our Denver, CO office. Candidate should be resourceful, ambitious, and results-driven. Responsibilities include managing the company's social media accounts, engaging with and responding to community members, and assisting in the planning of small- to medium-size events.

Details

- Location: Denver, CO (remote work possible)
- Schedule: Full-time
- Experience: 1-3 years in a similar role
- Travel: Low (less than 25% of time)

Key Responsibilities

- Manage the company's social media accounts by creating engaging content, developing a detailed project plan, and adhering to strict timelines.
- Identify new potential audiences and create a detailed outreach plan.
- Respond to and interact with our community through our social media channels.
- Assist in the planning and successful execution of external events by communicating with and securing vendors, event spaces, caterers, and more while staying within budget.

Qualifications

- Proven track record of planning successful events a plus.
- Extensive experience with social media platforms including Facebook and Twitter.
- Ability to work fast and remain calm under pressure.
- Must be well-organized and possess strong communication skills.
- Ability to handle multiple responsibilities at once and effectively prioritize tasks.

Salary and Benefits

Salary commensurate with experience. Ten observed holidays and two weeks paid vacation upon starting. Health and dental insurance.

How to Apply

Send a resume and cover letter to jobs@businessinc.com. No phone calls. References required.

SKILLS TRANSLATOR

EXPERIENCE/ACTIVITY

>

SKILLS

=

JOB SKILLS

1. Fill in the small box with your experience or activity.
2. List the skills you use to accomplish that activity in the “Skills” box.
3. Those skills can be translated into the “Job Skills” box.

>

=

EXPERIENCE/ACTIVITY

SKILLS

JOB SKILLS

SAMPLE RESUME A

Carlos DiSanto

925 Riverside Drive, Apartment #1F
San Diego, CA 90013
(619) 555-0485

Education

Junior at Carver High School

20XX-20XX Forensics Team

20XX-20XX Community Service

Shore Road Middle School, Class of 20XX

Experience

Sales/Cashier

Haagen Dazs Stores, San Diego, CA; April to December 20XX

Responsible for customer service, cash register, inventory, and store maintenance.

Kitchen Helper

Summer Camp; 20XX

Assisted in meal preparation for entire camp; worked as a waiter and busboy.

Tutor/Babysitter

Numerous families; 20XX-20XX

Responsible for child care and math tutoring for numerous families with children ages 1–9.

Skills

Knowledge of personal computers and basketball. Avid reader.

References available upon request.

SAMPLE RESUME B

Amaya Adams

1 Liberty Plaza, Apartment #3
New York, NY 10025
(212) 555-7606

Experience

- 5/XX-8/XX **Summer Youth Intern**
Central Park Conservancy, NY, NY
Functioned as member of an ecology team for recycling and beautification projects in Central Park.
- 4/XX-12/XX **Sales/Cashier**
CVS, NY, NY
Responsible for customer service, inventory, and store maintenance.
- 6/XX-9/XX **Kitchen Helper**
Summer Camp, NY, NY
Assisted in meal preparation for entire camp; worked as a waitress and bus girl.
- 1/XX-3/XX **Helper/Babysitter**
Responsible for child care and related tasks for numerous families with children ages 1 to 10.

Education

Dalton High School
Women's varsity basketball team, 3 years (Co-captain; All-Star Team MVP Award)
Women's varsity soccer team, 2 years
P. S. 175, Class of 20XX

Skills

PC literate, photography/darkroom experience, classical guitar, and various sports.

References available upon request.

MY RESUME

Name

Street

City, State, Zip

Phone

EDUCATION/SKILLS

JOB EXPERIENCE/SKILLS

SKILLS/HOBBIES/SPECIAL INTERESTS

REFERENCES

SAMPLE COVER LETTER

1347 Regata Drive
Georgetown, RI 02931

May 15, 20XX

Ms. Beverly Johnson
Supervisor
Cortland Pharmacy
233 Jones Street
Georgetown, RI 02931

Dear Ms. Johnson:

In response to your recent advertisement in the *Ledger*, I am applying for the position of weekend clerk. I have included my resume to provide you with information about my skills in working with people.

Experiences that have prepared me for this position include my present job at Flagman's Sporting Goods, where I have worked as a cashier for one year providing customer assistance and pleasant service. I also volunteer at the community hospital, so I am familiar with pharmaceutical names.

I am interested in a future career in medicine. Working at Cortland Pharmacy would offer me the chance to build knowledge in the field. My strong interest in medicine would also benefit your store.

I will contact you early next week to discuss a good time for us to meet. If you have any questions, I can be reached at (401) 555-5656. Thank you for your time, and I look forward to speaking with you.

Sincerely,

Jason Washington

Jason Washington

YOUR COVER LETTER

Your address

Your city, state, zip

Date

Name

Title

Address

City, state, zip code

Dear _____,

I am applying for _____

Experiences that have prepared me for this job include _____

I will contact you _____

Sincerely,

Signature

Your name

GLOSSARY

applicant: one who applies, as for a job.

aptitude: an inborn ability, as for learning; a talent.

benefits: entitlements available in an employment agreement, such as medical and dental insurance.

font: a complete set of printing type of a particular style.

format: the arrangement of data for storage or display.

mentor: a wise and trusted counselor or teacher.

personnel: the body of persons employed by or active in an organization, business, or service.

prerequisite: required or necessary as a prior condition.

qualification: a quality, an ability, or an accomplishment that makes a person suitable for a particular position or task.

reference: 1. a person who is in a position to recommend another or to guarantee his or her fitness, as for a job. 2. a statement about a person's qualifications, character, and dependability.

resume: a brief account of one's professional or work experience and qualifications, often submitted with an employment application.

DIRECTIONS

1. Write your name in the top right corner of the paper.
2. Fold the paper in half by bringing the top right corner to meet the top left corner and the bottom right corner to meet the bottom left corner.
3. Unfold the paper.
4. Tear off the bottom left corner of this paper.
5. Stand up.
6. Turn around in a circle.
7. Sit down.
8. Poke two holes in the middle of the paper.
9. Look through the holes.
10. Ignore directions three through nine on this paper.

SAMPLE JOB APPLICATION

(PLEASE PRINT CLEARLY)

For Office Use Only
Locations Positions

Position(s) applied for: _____

Were you previously employed by us? _____ If yes, when? _____

If your application is considered favorably, on what date will you be available for work?

PERSONAL

Name: _____ Social Security Number: _____

Present Address: _____ Telephone Number: _____

Are you legally eligible for employment in the USA? _____ (If yes, verification required.)

Are you of the legal age to work? _____

LIST YOUR EMPLOYMENT HISTORY BELOW, BEGINNING WITH YOUR MOST RECENT JOB:

Name and Address of Company and Type of Business	From Mo. Yr.	To Mo. Yr.	Starting Salary	Last Salary	Reason for Leaving
	Describe the work you did:				
Telephone:					

Name and Address of Company and Type of Business	From Mo. Yr.	To Mo. Yr.	Starting Salary	Last Salary	Reason for Leaving
	Describe the work you did:				
Telephone:					

Circle Highest Grade of School Completed 7 8 9 10 11 12	Higher Education:
---	-------------------

I hereby give permission to contact the employers listed above concerning my prior work experience.

Signature _____ Date _____/_____/_____

SAMPLE UNDERGRADUATE APPLICATION FOR ADMISSION

THIS APPLICATION MUST BE ACCOMPANIED BY A \$25.00 APPLICATION FEE.

Social Security Number _____ - _____ - _____
 Name (last, first, middle) _____
 Permanent Address _____
 City _____ State _____ Zip _____ Phone (____) _____ - _____
 Mailing Address (if different from above) _____
 City _____ State _____ Zip _____ Phone (____) _____ - _____
 Birth date (day/month/year) ____/____/____ Gender _____
 Ethnic Origin (*Optional*. Response to this question will not affect the admissions decision.)
☐ White (Non-Hispanic)
☐ Black (Non-Hispanic)
☐ Latino/Hispanic
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ U.S. Citizen ☐ Non-U.S. Citizen
☐ Perm. Resident Alien
 (Alien Registration Number) _____
 In case of emergency, contact: ☐ Parent ☐ Guardian ☐ Spouse
 Name _____ Phone (____) _____ - _____
 Address _____
 City _____ State _____ Zip _____
 Home Phone (____) _____ - _____
 Applying as: ☐ Freshman ☐ Transfer Applying for: ☐ Fall ☐ Spring ☐ Summer
 Intended Major _____

SCHOOLS ATTENDED:

School Name	City, State	Dates Attended	Degrees	Honors Earned

THIS APPLICATION MUST BE SIGNED.

I understand that withholding information requested on this application or giving false information may make me ineligible for admission to the University or subject to dismissal. I certify that the information provided on this application is correct and complete.

Signature _____ Date ____/____/____

ANY QUESTIONS?

What are the responsibilities of the job?

Are there opportunities for advancement? To what other jobs?

Do you offer any benefits?

What are the regular work hours of the job?

What are the qualities you're looking for in a candidate?

I GOT FIRED

AFTER THREE WEEKS AT MY JOB

I got fired after three weeks at my job because I wasn't good at making burgers. Now I'm going for a job at a different type of restaurant. Do I have to tell them about my last job?

Dave, 16, New York

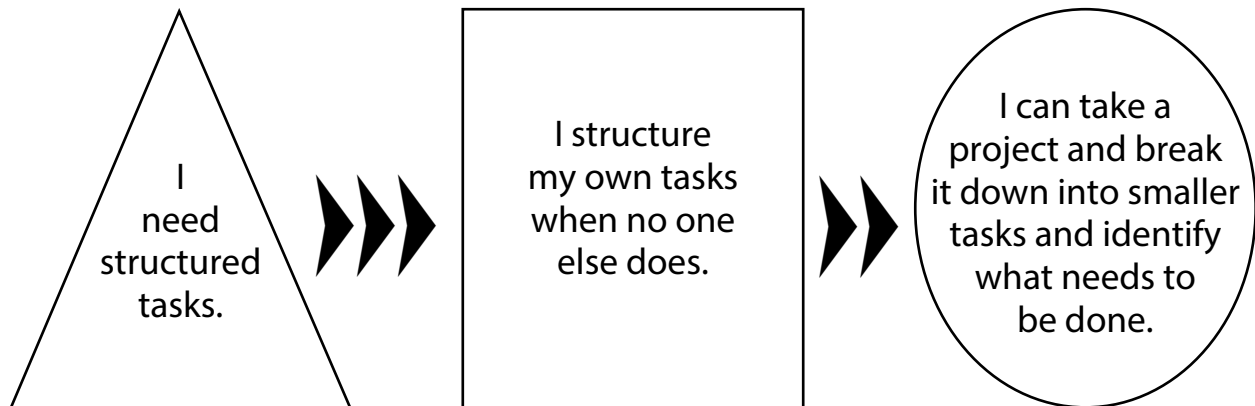
While you're not obliged to bring up your previous job, don't lie if you are asked about it. Even though making burgers wasn't your thing, there are many other restaurant jobs available—hosts and hostesses, wait staff, table prep and cleanup crew, to name just a few. Bradley G. Richardson, founder of JobSmarts, a

firm that deals with career-development issues, says, "A rule of thumb in the business world is that you don't have to list a job on your resume unless you worked there at least 30 to 90 days. Never be dishonest, though, if you are asked if you've ever been fired."

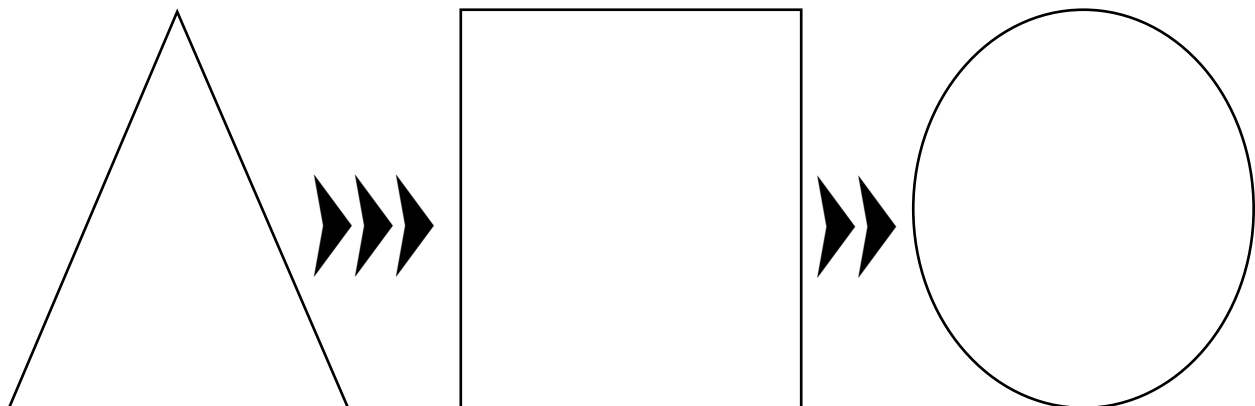
*Reprinted with permission from *React* magazine.

TOUGH QUESTIONS

WHAT IS YOUR BIGGEST WEAKNESS?



WHAT IS YOUR BIGGEST WEAKNESS?



- ▲ In the triangle, identify your weakness.
- In the rectangle, talk about what you do to overcome that weakness or what you've learned from your mistake. Think about how this has made you work harder and how it has helped you grow.
- In the circle, write about a positive strength that comes from overcoming this obstacle.

INTERVIEW PREPARATION CHECKLIST

DO I HAVE...

- ☐ COPIES OF MY RESUME
- ☐ THREE QUESTIONS TO ASK THE INTERVIEWER

INFORMATION I MIGHT NEED IN ORDER TO FILL OUT AN APPLICATION

- ☐ Social Security number
- ☐ Name of an emergency contact
- ☐ Names and telephone numbers of references

APPROPRIATE CLOTHING AND GROOMING

- ☐ Clean shoes
- ☐ Hair is clean and out of my face
- ☐ Clothes aren't wrinkled
- ☐ Not wearing a hat
- ☐ Not wearing anything that distracts the interviewer from what I'm saying
- ☐ Tie is straight
- ☐ Shirt is tucked in
- ☐ Clean-shaven, if appropriate
- ☐ Blouse
- ☐ Suit or dress pants
- ☐ Professional skirt or dress

INTERVIEW THANK YOU LETTER

2051 Glenview Terrace
Brighton, MA 02135

February 8, 20XX

Mr. Ricardo Dominguez
Dominguez Boots and Shoes
304 Llewellyn Drive
Brighton, MA 02135

Dear Mr. Dominguez:

Thank you for taking the time to meet with me yesterday. I was impressed by your store.

← THANK-YOU COMMENT

I am very interested in the sales position that is available. As I mentioned during the interview, my time selling candy door-to-door for my soccer team has given me great experience in customer service. Working at Dominguez Boots and Shoes would be an excellent way for me to develop my sales skills.

← CONFIRMATION OF
YOUR INTEREST IN THE
JOB; HIGHLIGHT YOUR
STRENGTHS

I appreciate your considering me for the sales position. I will contact you later in the week to answer any questions you may have. If you would like to contact me before then, please call me at (617) 555-9625.

← FOLLOW-UP
INFORMATION

Thank you for your time.

Sincerely,

Kameika Moore

Kameika Moore

PARTS OF A BUSINESS LETTER

The heading gives the writer's complete address and the date.
The inside address gives the recipient's name and address.
<ul style="list-style-type: none"> Call the company if you are not sure of addresses or spelling so that your letter has the correct information.
The salutation begins with the word "Dear" and ends with a colon, not a comma.
<ul style="list-style-type: none"> If you cannot get the person's name, use "Dear" plus the person's title, such as "Dear Personnel Manager".
The body consists of single-spaced paragraphs with double spacing, not indents, between paragraphs.
<ul style="list-style-type: none"> If the body goes to a second page, put the recipient's name at the top left, the number 2 in the center, and the date at the right margin.
The closing includes phrases such as "Sincerely" or "Yours truly" followed by a comma.
The signature includes both the writer's handwritten and typed name.

JOB OFFERS

Job #1

Pet Store Attendant

Responsibilities include caring for animals, cleaning the cages and tanks daily, and sweeping floors. This is an entry-level position, but there is an opportunity for promotion. You can set your own schedule, the hours are flexible, but you can work no more than 8 hours/week. There is a one-month probationary period. Experience with animals is preferred, but not required. The salary is \$10/hour.

Job #2

Bank Teller

Responsibilities include working at a teller window assisting clients with basic transactions. Three weeks of training required. Training is held Monday-Friday from 3:00 to 5:00 p.m. Teller hours are available from 8:00 a.m. to 5:00 p.m. on Saturdays. Promotion available after six months. Professional environment. Distance from home to work is 40 minutes. Starting salary is \$12/hour.

Job #3

Counter Service/Cashier

Responsibilities include customer service, maintaining seating area, working the cash register, receiving store deliveries, and cleaning the stock room. Must work a minimum of three closing shifts per week (5:00 p.m. to 10:30 p.m.) and one full Saturday per month. Free meal for all shifts that exceed five hours. Starts immediately. The salary is \$9/hour.

WHAT I WANT IN A JOB

In the space below, write down the key factors you want in a job as shown on your "Ideal Job Equation" activity sheet. Then compare them to the job descriptions above.

GLOSSARY

candidate: a person who is being considered for a certain position.

cover letter: a persuasive letter that usually accompanies a resume or other written proposal.

initiative: 1. the power or ability to begin or follow through energetically with a plan or task in an independent manner; independent action. 2. determination.

networking: 1. the process of looking for a job by spreading the word to a wide range of people. 2. an extended group of people with similar interests or concerns who interact and remain in informal contact for mutual assistance or support.

professional: 1. conforming to the standards of a profession. 2. having or showing great skill; expert.

pro/con list: a list used to explain the positive and negative reasons for and against something.

qualified: having the appropriate preparation or qualifications for an office, a position, or a task; suitable.

salutation: a word or phrase of greeting used to begin a letter.

WORKPLACE ROLE PLAYS

- 1.** You and a co-worker are on your lunch break. Two other co-workers sit down with you and begin gossiping about another co-worker. They encourage you to gossip with them. What do you do?
- 2.** You're stocking shelves with someone who is new on the job. The new person doesn't know that the shelves are stocked alphabetically, so he is stocking them according to size. The individual is proud of the artistic job he is doing. What do you do?
- 3.** You and your co-workers at the restaurant where you work have just spent 45 minutes cleaning the kitchen. Your boss comes in and asks in an irritated voice why the kitchen is such a mess. The sink has dishes in it, and the counters need to be wiped. What do you do?
- 4.** You and a co-worker both applied for a promotion. You are both good workers, but your colleague has been on the job for about six months longer than you have, so he gets the promotion. What do you say to your co-worker?
- 5.** You have completed all of your tasks for your shift. You are about to ask your boss if you can leave a few minutes early. Then, a co-worker comes to you to ask for your help. Your colleague has six tasks to do before her shift ends, and she is not sure they can all be finished. What do you do?
- 6.** You are working at an ice cream parlor near your house. A mother with five young children comes in and places a very complicated order. You observe that a newly hired co-worker fills the difficult order correctly and with a pleasant smile. What do you do?

WRITING FOR THE WORKPLACE

Characteristic	Explanation	Example
Starting point	Think about the need your letter addresses.	I'm writing to apply... As you requested...
Purpose	You'll be solving problems, completing work, or asking for action through sharing ideas and information.	A possible solution to the problem is... We may need to modify our procedures for...
Audience	Think about your reader. Know your reader's position, needs, and knowledge. Craft the message accordingly.	The staff at Three Oaks Day Camp appreciated the honor of the mayor's presence at our benefit dinner last week. On behalf of the Hawks Little League team, I wish to thank you for the tickets you sent. We had a great time at the Lakers game.
Form	Most workplace writing has a standard format: (1) three part structure explaining purpose, giving details, and suggesting action, and (2) data, including strategies, numbers, and visuals.	I'm writing for information about your new photocopy machine. Our company is small, but makes at least 100 copies per day. Please call (969) 555-1756 Monday through Thursday and ask for me, Julio Vaca. We offer the following services: <ul style="list-style-type: none"> • Window washing • Carpet cleaning • Floor waxing
Voice	Be conversational, but direct. Do not be too formal or too personal.	We welcome you to the Pasadena business community. I could set up a news conference that will give us good publicity.

WHOOPS

1. That was a cool presentation.
2. I don't mean to rock the boat.
3. Our product will appeal to the lower class.
4. All persons employed by this company should make certain to schedule their commutes to ensure that their arrivals are in compliance with their agreed upon start times.
5. Our department will have to go back to square one.
6. Ms. Herman is burned out, so I suggested she take her vacation early.
7. Contractor may not assign or delegate his or her duties hereunder.
8. Chicks will be allowed to play on the company softball team.
9. I put the stuff you asked for in this envelope.
10. In consideration of your payment of \$1,000.00, receipt is hereby acknowledged.

TO DO

The following is a list of tasks that you must complete by the end of your shift at the clothing shop. Each task has an estimated amount of time that it will take to complete. You are working for a total of four hours. Pay close attention to the description of each task. Order these tasks so they can all be accomplished.

To Do List:

Task	Time It Will Take
<input type="checkbox"/> Vacuum. This must be done at the end of the shift, just after the store closes.	(45 minutes)
<input type="checkbox"/> Clean mirrors. This must be done just before the vacuuming.	(20 minutes)
<input type="checkbox"/> Record items moved from stock to shelves.	(50 minutes)
<input type="checkbox"/> Wipe down counters with damp cloth. This must be done at the end of the shift.	(15 minutes)
<input type="checkbox"/> Empty dressing rooms and put clothes back on hangers. This must be done throughout the shift, not necessarily for 45 consecutive minutes.	(45 minutes)
<input type="checkbox"/> Water plants.	(10 minutes)
<input type="checkbox"/> Create signs for a big sale.	(45 minutes)
<input type="checkbox"/> Refold clothes on shelves. This must be done throughout the shift and at the end, not necessarily for 45 consecutive minutes.	(45 minutes)

How will I get these tasks completed?

GLOSSARY

accountable: responsible for; required to account for one's conduct.

company policy: the standards and procedures set by a business organization to influence and determine decisions and actions.

credibility: 1. capable of being believed or trusted. 2. worthy of credit, confidence, or acceptance.

demeanor: 1. the way in which a person behaves. 2. the attitude with which one carries oneself.

ethical behavior: behaving in accordance with the accepted principles of right and wrong that govern the conduct of a person or the members of a profession.

jeopardize: to expose to loss or injury.

legible: possible to read or figure out; clear.

mandatory: required; necessary.

notation: a brief note or summary used for convenience.

personal ethics: a person's own set of principles of conduct.

recommendation: a favorable statement concerning a person's character or qualifications.

slang: a kind of language occurring mainly in casual or playful speech.

verify: to determine or test the truth or accuracy of something.

work ethic: a set of principles of conduct that involve respect for the rules of the workplace.

WORDS TO KNOW IN FINANCE

401 (k) – a retirement plan offered by some employers that allows employees to save and invest in their retirement

automated teller machine (atm) – a machine that allows people to complete basic transactions, such as checking their account balances, withdrawing or depositing funds, or transferring money between accounts

bonds – loans to a company or government that pay a fixed rate of interest to the lender over time

checkbook – a book of blank checks

checking account – a bank account that allows deposits and withdrawals. funds can be withdrawn through checks, debit cards, and more

credit – the ability for someone to borrow money and pay it back at a later date

credit card – a plastic or digital card that allows people to make purchases on credit

credit card balance – the amount of money owed to a credit card company

credit score – a number assigned to a person based on factors such as their ability to make payments and the amount of money they owe; the higher the score, the more likely a borrower is to be able to repay loans

debit card – a plastic or digital card that deducts money directly from a checking account to make purchases

deductions – items withheld from a person's pay, usually relating to benefits such as health-care or retirement funds

deposit – the placement of money into a checking or savings account

direct deposit – an electronic payment directly to an employee's account by an employer

fraudulent transaction – a transaction that was unauthorized by an account holder

gross pay – full amount of pay received before withholdings and deductions

interest – a charge incurred for borrowing money, usually as a percentage of the money owed

issuer – a company that provides credit cards

minimum balance – the minimum dollar amount a bank requires its customers to keep in their bank accounts; dipping below this amount can result in fees

WORDS TO KNOW IN FINANCE

(continued)

minimum payment – the lowest amount of money required to be paid on a loan or credit card balance each payment schedule

negative balance – an account balance of less than zero, indicating that more money has been spent than was available in the account

net pay – amount of pay remaining after deductions from a person's gross pay

online banking – known as internet banking or web banking, is an electronic payment system that enables customers of a bank or other financial institution to conduct a range of financial transactions through the financial institution's website or app

overdraft fee – a fee incurred for when a bank covers a payment which is greater than the available funds in a checking account

pay period – the recurring schedule that determines how frequently a person is paid

paycheck – a check or payment for salary or wages

payment schedule – a schedule of when repayment is made between a borrower and a lender

paystub – a piece of paper accompanying each paycheck that lists gross pay, withholdings, deductions, and net pay

pending transaction – an approved transaction that may be reflected in your account balance but has yet to be fully processed

posted transaction – an account transaction that has been fully processed

savings account – a bank account that earns interest and is meant to hold funds for an extended period of time

simple ira – a retirement plan designed for small businesses that allows employees to save and invest in their retirement

state and federal unemployment taxes – amount of pay withheld to cover unemployment taxes

union dues – regular payments made to labor unions (which are organizations that represent collective interests of employees) to cover the cost of membership

withdraw – to take money out of an account

withholdings – mandatory items withheld from a person's pay, such as income taxes, social security taxes, and unemployment taxes

PAYCHECK

Burke Food Supply Company
123 Avenue Q
Los Angeles, CA 90019

Dolores Lopez
714 Ivy Road
Los Angeles 90018

Check number: 7207869
Pay period ending: 8/14/20XX

Hours and Earnings

Taxes and Deductions

Description	Amount	Description	Current Amount	Y-T-D Amount
Rate of pay Reg.	15.00	FICA Tax	22.95	757.35
Hours Worked	20	Fed. Income Tax	23.43	773.19
		State Income Tax	2.82	93.06
		State Disability Tax	3.00	99.00
		Union Dues	2.00	66.00
Gross Pay	300.00			
Net Pay	245.80			
Total Gross Y-T-D	9,900.00	Total	54.20	1,788.60

Statement of earnings. Detach and keep for records.

Burke Food Supply Company
123 Avenue Q
Los Angeles, CA 90019

7207869

Date: August 14, 20XX

**Pay to the
order of**

Dolores Lopez
714 Ivy Road
Los Angeles, CA 90018

\$*245.80**

Two Hundred forty-five And 80/100 **DOLLARS**

City Savings & Loan
23 Sebastian St.
Los Angeles, CA 90230

Joseph W. Burke

⋮ **61777** ⋮ **614728066** ⋮ **7207869**

SHOPPING SPREE

	\$500.00
Bank	\$ _____
Clothing	\$ _____
Electronics	\$ _____
Shoe Store	\$ _____
Supermarket	\$ _____
Miscellaneous	\$ _____
Total Spent	\$ _____
Total Saved	\$ _____

	\$500.00
Bank	\$ _____
Clothing	\$ _____
Electronics	\$ _____
Shoe Store	\$ _____
Supermarket	\$ _____
Miscellaneous	\$ _____
Total Spent	\$ _____
Total Saved	\$ _____

	\$500.00
Bank	\$ _____
Clothing	\$ _____
Electronics	\$ _____
Shoe Store	\$ _____
Supermarket	\$ _____
Miscellaneous	\$ _____
Total Spent	\$ _____
Total Saved	\$ _____

	\$500.00
Bank	\$ _____
Clothing	\$ _____
Electronics	\$ _____
Shoe Store	\$ _____
Supermarket	\$ _____
Miscellaneous	\$ _____
Total Spent	\$ _____
Total Saved	\$ _____

MY BUDGET

	Per Week		Per Month
Income	\$ <u>100.00</u>	× 4	\$ <u>400.00</u>
Savings	\$ <u>20.00</u>	× 4	\$ <u>80.00</u>
Food	\$ <u>40.00</u>	× 4	\$ <u>160.00</u>

	Per Week		Per Month
Income	\$ _____	× 4	\$ _____
WEEKLY WANTS/NEEDS	COST		MONTHLY EXPENSES
Savings	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
_____	\$ _____	× 4	\$ _____
Total Income	\$ _____		\$ _____
-Total Spent	-\$ _____		-\$ _____
	= \$ _____		= \$ _____
	(This must be larger than zero)		(This must be larger than zero)

ADVERTISING TECHNIQUES

Appeals to emotions: This technique exploits consumers' fears and misgivings. For example, an advertisement using emotional appeals might ask "Do you have bad breath?" or state "Dandruff isn't sexy." The message targets vanity and creates doubt about oneself. The solution offered is, of course, to buy the product advertised.

Bandwagon approach: This technique tells people to do what everyone else is doing. It takes advantage of people's desire to conform. Implied in the bandwagon approach is that consumers must "keep up with the Joneses." Consumers don't want to be odd by not buying the product. This style of advertisement is often employed in political campaigns.

Testimonials: This form of advertising uses well-known people, such as athletes, actors, and musicians, or even ordinary folks to endorse products. The concept is that if these people like the product or service, the average consumer will like it, too. These ads also imply that some of the fame of the celebrity might just "rub off" on the user.

Glittering generalities: This type of ad uses exaggerated or catchy phrases, such as "Good to the last drop" or "I never forget a woman wearing diamonds." While these phrases attract attention, they don't really mean anything.

Superiority appeal: This technique implies that it would be flattering or prestigious to be like the rich person in the ad. It suggests that the consumer can become superior to friends and neighbors by purchasing the product. Many luxury car advertisements use this technique.

Brand names: A brand name is a word, picture, or logo for a product or service. Many companies know how powerful brand-name identification is, so they spend a lot of money advertising and building consumer awareness of their product. Consumers are influenced by names they see frequently in newspapers and magazines or on television.

ADVERTISING CAMPAIGN EVALUATION

Group Members

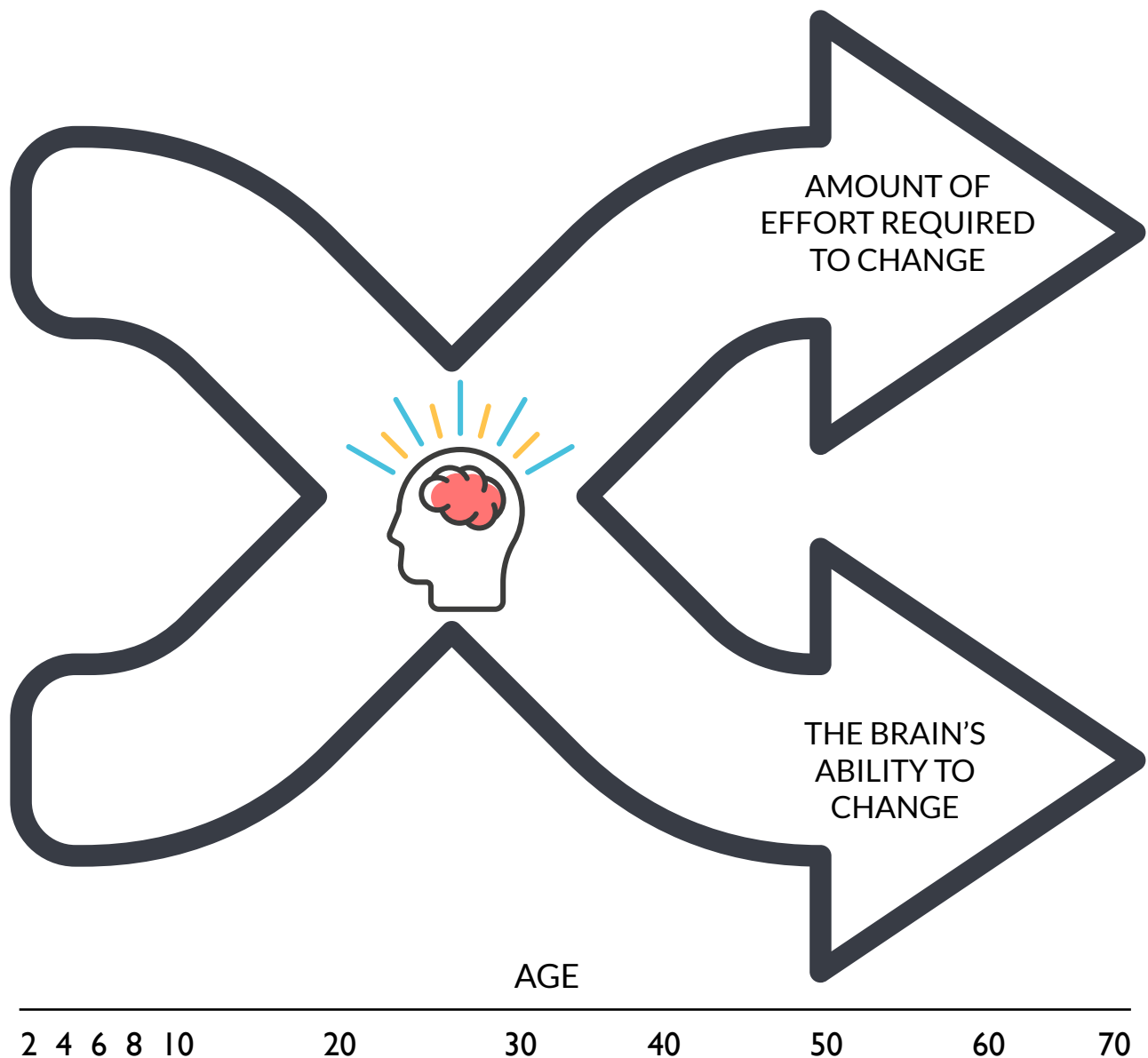
RATING SYSTEM:

**** outstanding ** good
*** excellent * poor

GROUP	PRODUCT	ADVERTISING TECHNIQUE	WHAT WAS EFFECTIVE	WHAT COULD BE IMPROVED	RATING

BRAIN PLASTICITY

Neuroplasticity (or brain plasticity) is the ability of the brain to change and adapt throughout a person's life. Your brain's plasticity is especially strong in the earliest years of your life.



DEVELOPMENTAL MILESTONES

MILESTONES	SUPPORT
TWO MONTHS	
Smiles at people Turns head toward sounds Can hold their head up on their own	Look at pictures of relatives with them Talk, read, and sing to them Encourage them to lift their head by holding a toy at eye level
FOUR MONTHS	
Begins to babble and copies sounds they hear Cries in different ways to show hunger, pain, or being tired Responds to affection	Copy their sounds back to them Help them learn how to calm themselves by remaining patient and using a soothing voice Hold them and talk to them cheerfully
SIX MONTHS	
Likes to play with others Shows curiosity about things and tries to get things that are out of reach Begins to sit without support	Play on the floor with them as often as possible Point to the object they are reaching for and talk about it Place pillows around them to help them balance
NINE MONTHS	
Makes a lot of different sounds like “mamamama” and “bababababa” May be clingy with familiar adults Crawls	Copy their sounds and words back to them As they move around, try to stay close so they know you are near Put them close to things they like, encouraging them to crawl
ONE YEAR	
Hands you a book when they want to hear a story Tries to say words you say Looks at the right picture or thing when it's named	<ul style="list-style-type: none"> Read to them and ask them to participate by turning the pages and identifying the pictures Talk to them about what you are doing (for example, “I am cleaning the dishes”) Give them lots of praise when they do something positive

DEVELOPMENTAL MILESTONES

(continued)

MILESTONES	SUPPORT
EIGHTEEN MONTHS	
Plays simple pretend, such as feeding a doll Scribbles on their own Walks alone	Encourage them to use their imagination Draw with them Provide safe areas for them to move around
TWO YEARS	
Copies others, especially adults and older children Shows defiant behavior Repeats words overheard in conversation	Encourage them to help with simple chores Give them praise when they follow instructions, and limit praise when they don't Do not correct them when they mispronounce a word; repeat it back to them correctly instead
THREE YEARS	
Carries on a conversation using two to three sentences Follows instructions with two or three steps Turns book pages one at a time	Ask them about their day Give them simple instructions, such as "put your shoes on" Read to them and ask them to repeat words after you
FOUR YEARS	
Sings a song from memory, such as the "Wheels on the Bus" Tells stories Names some colors and numbers	Play their favorite music and sing with them Encourage participation by asking them what they think will happen next Identify colors of things in books and around your home
FIVE YEARS	
Speaks very clearly Uses future tense; for example, "Grandma will be here" Can print some letters or numbers	Ask them to describe what they are doing Teach them concepts such as morning, noon, and nighttime Keep a pencil, paper, and crayons handy to encourage them to write and draw

PRODUCTS FOR ADVERTISING CAMPAIGNS

Directions: Cut the following product descriptions into strips so that group volunteers can each draw one.

Ball that does not bounce

Candy that tastes like sawdust

A lightbulb that lasts only five minutes

Music app that only plays songs backwards

Dog collar that makes the dog bark

Suntan lotion that causes sunburn

Automobile that gets only six miles per gallon of gas

Soft drink that makes you tired

In-line skates with square wheels

Clothing detergent that leaves your clothes smelling like dirt

Perfume that smells like gasoline

GLOSSARY

bank account: a formal banking relationship established to provide for depositing or withdrawing money.

budget: a systematic plan for the spending of a usually fixed resource, such as money or time, during a given period.

checking account: bank account used for payments via written checks.

credit card: a plastic card from a bank or other institution authorizing the purchase of goods on credit.

direct deposit: an agreement between a company and a bank which allows an employee's paycheck to be deposited directly into his or her bank account.

ethical values: a set of principles of conduct and the choices concerning behavior.

federal: of, or relating to, the central government of the united states.

gross amount: total income or profit before deductions.

income: the amount of money or its equivalent received during a period of time in exchange for labor or services.

interest: money paid for the use of money lent.

media: 1. mass communications, such as newspapers, magazines, radio, television, or the internet. 2. the group of journalists and others who constitute the communications industry and profession.

payee: a person to whom money is paid.

persuasive: tending to have the power to convince or influence.

savings account: a bank account used to save money over a period of time that earns interest.

tax return: a form that must be filed by a worker with the government to report the amount of taxes to be paid.

transaction: a business agreement or exchange; a business deal.

voided: having no legal force or validity.

withholding tax: taxes that the federal, state, or local governments deduct from a worker's paycheck.

SAMPLE CONTRACT

I, (student's name), as a member of (educator's name and subject) class, hereby state my commitment to the service learning project that our class is going to execute. As part of the project team, I agree to the following:

- ☐ Come to class on time in order to maximize our work time on the project.
- ☐ Treat the project and all work involved seriously.
- ☐ Complete tasks on time and to the best of my ability.
- ☐ Keep all project commitments.
- ☐ Continue working on the project until it is completed, or until the team agrees that the work is done.

Signed on _____

Date

Student's Signature

Educator's Signature

Witness' Signature

TRACKING SHEET

NAME:

TODAY'S DATE:

PROJECT TOPIC:

Name	Task	Target Date	Actual Date	Comments

SAMPLE MEMO

TO: Ms. Grimes
FROM: Playwriting Team
RE: Weekly Progress Report
DATE: March 22

This week, our team accomplished the following tasks:

- Wrote a second draft of the play's second act.
- Proofread the first act, which is now complete.
- Met with the research team to discuss the following questions that we still need answered for the final act of the play:
 - What species of fish are part of the park's ecosystem?
 - How does the change of seasons affect the ecosystem?

We have the following challenges to overcome:

- The elementary school auditorium is booked on the day we had planned for our performance.
- We still cannot find cardboard boxes for scenery.

Next week, we plan to complete the following tasks:

- Write the first draft of the play's third and final act.
- Get the second draft of the second act proofread.
- Reschedule date for auditorium at the elementary school; review time lines.
- Contact more local stores and recycling plants to request cardboard boxes.

SERVICE LEARNING GUIDE AND CHECKLIST

Choosing a Project

- ☐ Define “service learning” for students.
- ☐ Motivate and inspire students to get involved.
- ☐ Help students choose a project topic.

Creating an Action Plan and Preparing for the Project

- ☐ Define “action plan” and explain why one should be made.
- ☐ Explain what information should be included in the action plan.
- ☐ Familiarize students with different ways to find information on service learning.
- ☐ Organize students’ research efforts.
- ☐ Have students sign project contracts.
- ☐ Organize students’ work efforts by forming project teams or work groups.
- ☐ Help students write an action plan.
- ☐ Assist students with the creation of a project time line/work flowchart.
- ☐ Have students submit the plan for approval from those who must okay the project.
- ☐ Prepare students to make presentations about the project.
- ☐ Help students refine their action plan, if necessary.
- ☐ Guide students as they follow the steps outlined in their action plan in order to prepare for the project.
- ☐ Explain the importance of and methods for tracking students’ progress as they work to complete the project.
- ☐ Explain the concept and importance of having a strong work ethic.
- ☐ Explain special considerations that students may face while working on the project.

Carrying Out the Project

- ☐ Remind students to check and double-check to ensure that they have completed all the work for their project.
- ☐ Help students brainstorm last-minute project issues.
- ☐ Have students walk through the project and create an agenda for the day of the project.
- ☐ Support students as they complete their service learning project.
- ☐ Celebrate.

Self-Assessment and Public Assessment

- ☐ Explain what self-assessment is and why it is useful.
- ☐ Explain what self-assessment should include.
- ☐ Have students complete a self-assessment of their project work.
- ☐ Explain what a public assessment is and why it is useful.
- ☐ Explain what a public assessment should include.
- ☐ Have students complete a public assessment of their work.