



What Have You Got to Lose ?

How much would it cost you to drop out of high school after the 10th grade ? Take a look at the earnings chart. In just one year, you'd earn \$6,150 less than a high school graduate and \$16,950 less than someone who graduated from college. But that's just the beginning. To find the real cost, you've got to see how these lost earnings keep adding up.

Use the workspace to figure out how much you'd lose after ten years. You'd be in your mid-20's by then, but could you afford to move out on your own? Now figure out your losses after twenty years. Could you start raising a family that much in the hole ? Over a lifetime, most people work for forty years. By that time, you'd have lost a fortune because you dropped out of school in the 10th grade. Use the workspace to see for yourself. The total cost is truly amazing.

How Much It Costs To Be A High School Drop Out

<i>Earnings/Time</i>	<i>Compared to High School Graduate</i>	<i>Compared to College Graduate</i>	<i>Average Earning per year</i>
<i>Earnings Lost in 1 year</i>	\$6,150	\$16,950	<i>HS Drop Out</i> \$14,650
<i>Years of Work</i>	X	X	<i>HS Graduate</i> \$20,800
			<i>College Grad.</i> \$31,600
<i>Cost After 10 Years</i>	\$ _____	\$ _____	
<i>Cost After 20 Years</i>	\$ _____	\$ _____	
<i>Cost After 40 Years</i>	\$ _____	\$ _____	

Learn to Earn

Now let's look on the bright side. If you decide to stay in school after the 10th grade, in just two years you'll graduate and earn \$6,150 more than someone who dropped out. If you go on to finish college, in just six years you'll be earning \$16,950 more than a drop out. This means you are actually earning money for every year you stay in school. And over a lifetime, these savings really add up. Use this workspace to figure out how much you can earn for each day of high school and each day of college. Remember that a school year is only about 180 days long.

How Much It Pays To Stay In School

<i>Earnings/Time</i>	<i>4 Years High School</i>	<i>4 Years College</i>
<i>Increased Yearly Earnings</i>	\$6,150	\$16,950
<i>Years of Work</i>	<u>X 40</u>	<u>X 40</u>
<i>Increased Lifetime Earnings</i>		
<i>Days in School</i>	<u>÷ 720</u>	<u>÷ 720</u>
 <i>Earnings Each Day in School</i>	 \$ _____	 \$ _____

WAYS TO TELL A WINNER

1. Winners first want to win!
2. A Winner says, "Let's find out;" a Loser says, "Nobody knows."
3. When a Winner makes a mistake he says, "I was wrong;" when a Loser makes a mistake, he says, "It wasn't my fault."
4. A Winner goes through a problem; a Loser goes around it and never gets past it.
5. A Winner makes commitments; a Loser makes promises.
6. A Winner says, "I'm good, but not as good as I ought to be;" a Loser says, "I'm not as bad as a lot of people."
7. A Winner tries to learn from those who are superior to him; a Loser tries to tear down those who are superior to him.
8. A Winner says, "There ought to be a better way to do it;" a Loser says, "That's the way it's always been done here."
9. A Winner listens and learns; a Loser talks about what he's going to do.
10. A Winner asks questions and listens to the answers; a Loser never listens.
11. A Winner discusses opportunities; a Loser complains about problems.
12. A Winner welcomes taking a risk to meet a challenge; a Loser won't take a risk.
13. A Winner repeats behavior that works and avoids behavior that doesn't work; a Loser repeats behavior because he is comfortable with it
14. A Winner has plans and goals that can be measured; a Loser hates measurements.
15. A Winner is extremely loyal; a Loser doesn't know the meaning of loyalty.
16. A Winner keeps statistics; a Loser doesn't, want statistics.
17. A Winner sets goals daily; a Loser doesn't know what goals are.
18. A Winner works harder than a Loser, and has more time; a Loser is always "too busy" to do what is necessary.

ATTITUDE

The longer I live, the more I realize the impact of attitude on life. Attitude, to me is more important than fact. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness, or skill. It will make or break a company, church or home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past . . . we cannot change the fact that people will act in a certain way, we cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it.

And so it is with you.

WE ARE IN CHARGE OF OUR ATTITUDES.

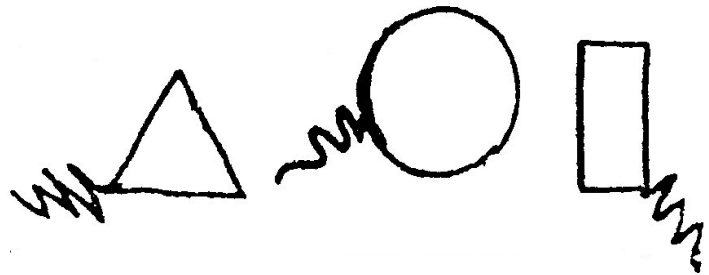
Charles Swindoll

(4) Circle

• Wants to feel needed • The lover • The people person • Loves to be a team player • Does not work alone • A nurturer, caretaker • Loves to help others with problems • Loves harmony and joy • Best listener • Empathetic • Best communicator • The only person who operates equally from both sides of the brain • Understands others and can communicate with them • Suffers when harmony does not exist and conflict does • Brings work problems home • Should surround themselves with a triangle person • Circles are gossips, they don't mean to be they know everything because others talk to them • Put smiley faces on their papers • Like "get-acquainted" activities

(5) Squiggle

• Has own unusual behaviors • Sex crazed • Only one truly right-brained people • Creative • Innovative • Bored with routine • Needs many things going at the same time • A bright thinker • Wants to know more than the rule — the why • They try, but do not think as others • The thoughts change so quickly • Hard to get them there on time • Don't understand why it is important to get there on time • Very motivational to others • High energy • Dramatic • Usually does not do maintenance or follow through • Needs creative space • Likeable • Spontaneous • Say what they think • Cannot tell a lie • May be disguised as other shapes to fit in



All five shapes are within each of us. One is dominant but we can flex to another shape to work well with others.

To flex to Box • Make appointments • Have written agenda • Send agenda ahead of time • Greet them quickly and get to the business at hand • Go in a logical step-by-step order and if interrupted, begin at top again • speak slowly to box to allow them time to think through everything • Dress yourself conservatively and professionally

To flex a Triangle • Move fast • Begin at the end to tell why you are here • Be assertive but appreciative of the triangle person • Show strength in presentation of solutions • Dress for success — labels and fashion

To flex a Rectangle • Decide what shape they are at this time and flex to it • Use circle and triangle mostly to give them support of themselves and to give goals and instructions

To flex to a Circle • Give them love and support • Genuinely brag on them • Since circles are the best at reading body language, don't try to fool them • Spend time with them • Develop a rapport with them • Love to sit there • Speak slowly

To flex to a Squiggle • Present idea with great enthusiasm and drama • Be very excited • Use unique approaches and visuals

When dealing with clients who are:

Boxes - Have the answers and data organized to present in a logical order and give them time to process it

Triangles - Go for the close and the sale at the first sign they seem to understand. Don't prolong it or you lose them.

Rectangles - Different every day and loves to ask questions.

Circles - Spend time with them and get to know them.

Squiggles - They will probably get excited and do nothing but be creative and enthusiastic in the presentation.

When dealing with children who are:

Boxes • They want rules. Push them to socialize and share their organized toys. allow them to be weak and teach them it is OK.

Triangles - Will take risks, teach them how to take smart risks.

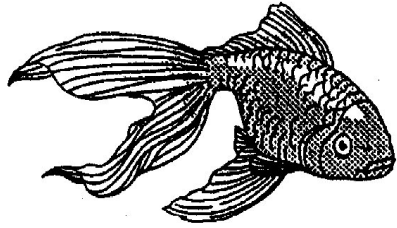
Rectangles - They are all here in adolescence. Questioning of norms. Show them day-to-day examples.

Circles - Will always be there for you and will love you. Encourage them to stand strong and not get trodden upon by others.

Squiggles - Rein them in to reality, but let them dream.

A WINNING TEAM HAS ALL FIVE SHAPES! VALUE EACH SHAPE!

ALLOW OTHERS TO CHANGE SHAPES!

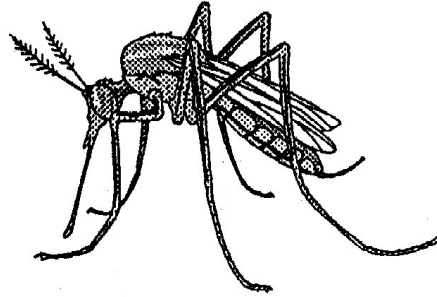


Passive Person

Hopes for favors
Relinquishes Rights
Views others as superiors

Avoids Problems
Defers to Others
Bottles up feelings
Gets taken advantage of

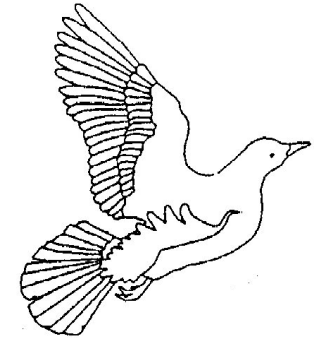
Lets others choose
Lets others decide



Aggressive Person

Attacks persons
Demands respect
Views self as superior

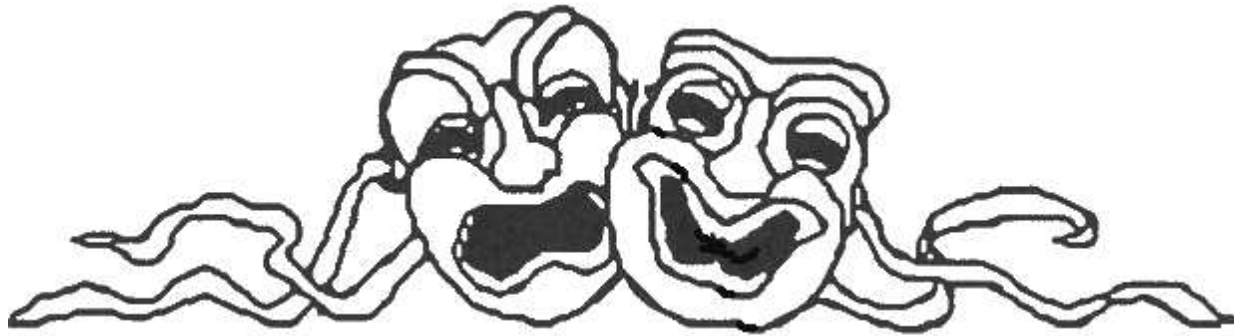
Instills fear in others
Is decisive and makes
choices for others
Is cocky and hostile
Demands favors
Lacks respect for others



Assertive Person

Attacks problems
Claims legitimate rights
Recognizes other's
rights

Commands respect
Respects others
Is honest about feelings
Works towards goals
Makes own choices
Deals well with anger
Exudes confidence
Requests favors
and services



STRENGTH DEPLOYMENT INVENTORY (SDI)

Purpose of the activity is to help participants:

1. Increase awareness of their interpersonal style
2. Understand personal strengths and weaknesses
3. Learn an appreciation of other styles and how they interact

GIVE GENERAL INSTRUCTIONS ABOUT ACTIVITY

During the next few minutes we are going to learn a little more about ourselves and have fun doing it. Before you begin the activity, there is a short inventory I would like for you to fill out

INSTRUCTIONS FOR MODIFIED SDI

There are six statements. The first three are to be filled out as if things are going well. The last three are to be filled out in relationship to when things are not going so well, i.e., conflict, frustration. You will notice that you are to distribute ten points on each. Your response may be any combination from 0 to 10 as long as the total for each item totals exactly 10 points. You may total your scores on the first three and on the second group of three. When you have your 6 scores, put the sheet aside and we will talk about the results in a few minutes.

ANIMAL SIGNS

You will notice that there are three posters around the room with animal names on them: Lion, Fox and St Bernard. Decide which of these animals (with its human characteristics) best describes how you relate to and work with others. We are all probably a combination but select the one which best describes you.

Once you've decided which animal is most like you, go to the poster with that animal's name on it (Make sure everyone selects an animal before proceeding.)

Once the three groups are set, give the following instructions:

1. Select a chair/recorder to coordinate the group activity and to handle the reporting out phase.
2. Each group is to make a poster (provide poster-paper and a magic marker, GREEN-FOX, RED-LION, BLUE-ST. BERNARD, for each group.) The poster is to include the following:
 - A. A list of adjectives which describe this animal.
 - B. A list of advantages/strengths to being this animal.
 - C. A list of disadvantages/weaknesses to being this animal.
3. Each group shares its poster with the other groups.
4. Get in your teams and discuss your strengths and weaknesses. Talk about how you can assist each other and how you might accentuate your strengths to offset the weaknesses of your partner.

Lecturette on SDI

Strength Deployment Inventory

1. All people have a characteristic interpersonal style.
2. All interpersonal styles have strengths.
3. All interpersonal styles have weaknesses.
4. Weaknesses are strengths used to excess.
5. Under stress, styles may change.

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ALTRUISTIC-NURTURING STYLE

Characteristics:

- *Likes being genuinely helpful.
- *Cares about others feelings and well-being.
- *Dislikes selfishness and anger .
- *Views self as needing to be more assertive.

STRENGTHS	←————→	WEAKNESSES
Supportive	←————→	Submissive
Trusting	←————→	Gullible
Adaptable	←————→	Spineless
Optimistic	←————→	Impractical

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ANALYTIC-AUTONOMIZING STYLE

Characteristics:

- *Likes to be independent and self-sufficient.
- *Values planning & an orderly approach.
- *Dislikes emotionalism, respects logic, facts and wisdom.
- *Views self as needing to be more trusting and considerate.

STRENGTHS	←————→	WEAKNESSES
Analytic	←————→	Nit-picking
Cautious	←————→	Suspicious
Methodical	←————→	Rigid
Fair	←————→	Unfeeling

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ASSERTIVE-DIRECTING STYLE

Characteristics:

- *Likes to control & get things done through others.
- *Likes to compete and win.
- *Dislikes gullibility and indecisiveness.
- *Views self as needing to be more considerate.

STRENGTHS	←————→	WEAKNESSES
Ambitious	←————→	Ruthless
Competitive	←————→	Combative
Self-Confident	←————→	Arrogant
Forceful	←————→	Dictatorial



INTERACTION STYLES

Please put points that add up to 10 in the boxes of each numbered item. A.1 - B.3. For example, in A.1., you might distribute the points 3,3,4.

A.

1. I enjoy things most when I am . . .

<input type="radio"/> helping others do what they want to do.	<input type="radio"/> getting others to do what I want to do.	<input type="radio"/> doing what I want to do without having to count on others.
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2. I would describe myself as a person who most of the time is . . .

<input type="radio"/> friendly, open and who sees some good in almost everyone	<input type="radio"/> energetic, self confident and one who sees opportunities others miss.	<input type="radio"/> cautious and fair and who stands by what I believe to be right.
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3. I find those relationships most gratifying in which I can be . . .

<input type="radio"/> of support to a strong leader in whom I have faith.	<input type="radio"/> the one who provides the leadership others want to follow .	<input type="radio"/> neither a leader nor a follower but free to pursue my own independent way.
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<input type="checkbox"/> Total Column 1A	<input type="checkbox"/> Total Column 2A	<input type="checkbox"/> Total Column 3A
--	--	--

B.

1. When I run into opposition to what I am doing, I am most apt to . . .

<input type="radio"/> give up what I am doing and put my wants to one side in order to be helpful.	<input type="radio"/> become forceful and press for my right to be doing it.	<input type="radio"/> become doubly cautious and check my position very carefully.
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2. In getting along with difficult people, I usually . . .

<input type="radio"/> find it easire to just go along with their wishes for the moment.	<input type="radio"/> find them as challenges to be overcome.	<input type="radio"/> respect their rights and insist that they respect my rights and interests.
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3. If I'm not getting what I want from a relationship, I am most apt to . . .

<input type="radio"/> Keep hoping and trusting that things will work themselves out in due time.	<input type="radio"/> become more forceful and persuasive and push harder to get what I want.	<input type="radio"/> abandon the relationship and look elsewhere for what it is I want.
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<input type="checkbox"/> Total Column 1B	<input type="checkbox"/> Total Column 2B	<input type="checkbox"/> Total Column 3B
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<input type="checkbox"/> Total Column 1	<input type="checkbox"/> Total Column 2	<input type="checkbox"/> Total Column 3
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Small Group Guidelines

"Making It Work"

1. **CONVERSATION:** Stay on the topic. Keep your voice low.
2. **STICK TO THE TASK:** Use time well.
3. **RESPONSIBILITY:** Be a help to the group, not a hindrance.
4. **COOPERATION:** Work together to complete the task.
5. **LISTENING:** Be a good listener.
6. **RESPECT:** Respect yourself and all group members.

TEN COMMANDMENTS FOR GOOD LISTENING *

HANDOUT 6.5

1. Stop talking.

Polonius (Hamlet): "Give every man thine ear, but few thy voice."

2. Put the talker at ease.

Help others feel they are free to talk. Create a "permissive environment."

3. Show that you want to listen.

Look and act interested. Listen to understand rather than to reply.

4. Minimize distractions.

Don't doodle, tap your fingers, or shuffle papers. Attention is a sign of valuing.

5. Put yourself in the speaker's place.

Try to hear to understand the speaker's point of view.

6. Be patient.

Allow plenty of time. Do not interrupt.

7. Hold your temper.

An angry person often interprets the wrong meaning from words.

8. Go easy on argument and criticism.

This puts the speaker on the defensive. In an argument, even if you win, you lose.

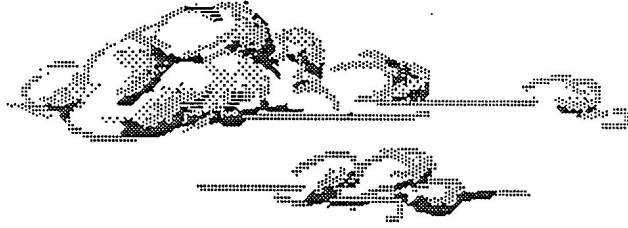
9. Ask questions.

This encourages the speaker and shows you are listening.

10. Stop talking.

This is first and last, because all the other commandments depend on it.

* Keith Davis, Human Relations in Business (New York: McGraw-Hill, 1951). Reprinted with permission.



An African Folk Tale

The view below made the sparrow sad.
As she flew high above the withering landscape, the tiny shadow
skimmed a parched African plain. If not for the constant sun,
she thought, the air would cool.
Plants could grow again.
Animals could thrive.
Children could play in the rain.
But the sparrow was so small, she was helpless against the unrelenting sun.

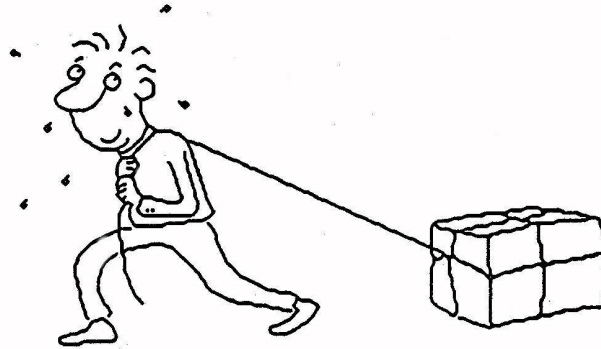
Or was she?

Suddenly she had a thought.
She flew off and excitedly chirped her idea
to a wise old woodpecker who nodded in approval.
Being a sociable fellow, the woodpecker informed a flock of
pigeons, who scattered to tell others.
Soon the skies were abuzz with the sparrow's idea:
darters and snipes, hornbills and hawks, osprey and pelicans.
Even the crows were interested.
Only the vultures turned a cold wing to the plan.

The day arrived--bright and hot like all the others.
At the appointed hour, when the sun was at its height,
the birds came. From east and west, from north and south,
they flew shoulder to wing. They strained to fly as high as
possible, circling in the mid-day heat.
Plants and animals looked up in disbelief.
The earth had suddenly cooled;
the searing sun blocked by the great cloud of birds soaring overhead.

Each day the birds returned.
Day after day. Protected from the scorching sun,
the earth soon sprouted.
Animals frolicked and people found new hope.

Then, for reasons that the birds did not understand,
the sky began producing its own clouds.
Soon, the rains came.
The sparrow looked down and smiled.
HER SHADOW WAS NOWHERE TO BE FOUND!!!



The Sense of a Goose

Next fall, when you see geese heading south for the winter, flying along in "V" formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in "V" formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.

People who share a common direction and sense of community can get where they are going more quickly and easily, because they are traveling on the thrust of one another.

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone--and quickly gets back into formation to take advantage of the lifting power of the bird up front.

If we have the sense of a goose, we will stay in formation with those people who are headed in the same way we are.

When the head goose gets tired, it rotates back in the wing and another goose flies point.

It is sensible to take turns doing demanding jobs, whether with people or with geese flying south.

Geese honk from behind to encourage those up front to keep up their speed.

What messages do we give when we honk from behind?

Finally--and this is important--when a goose gets sick or is wounded by gunshot, and falls out of formation, two other geese fallout with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies; and only then do they launch out on their own, or with another formation to catch up with their group.

If we have the sense of a goose, we will stand by each other like that!!!

A Second Helping of Chicken Soup for the Soul

Styles for Handling Conflicts

A problem can be defined as a personal or interpersonal situation that presents itself to an individual or group and requires some action.

A conflict can be defined as a problem situation where the concerns or interests of two or more parties appear incompatible.

Most of us use different techniques for resolving conflict.

There are five typical modes of responding to conflict situations:

COMPETITION

"I win, I get all my needs met; you get nothing:"

In this style, the person pursues his/her own concerns at another's expense. It can be trying to win, thereby making the other person lose; or it could be simply defending a position you believe is correct.

ACCOMMODATION

"You win. I give in; you get everything:"

In this style, the person yields to another's point of view. He/she pays attention to the other's concerns and neglects his/her own.

AVOIDANCE

"Neither of us gets anything."

The conflict is not addressed in this style. Both people withdraw from the situation by ignoring it or postponing the issues.

COMPROMISE

"Each of us gives a little and gets a little."

The parties involved in the conflict seek a middle ground by splitting the difference. Each side is partially satisfied by the solution.

COLLABORATION

"We're in this together; two heads are better than one."

The problem is attacked, not the people. Parties involved in the conflict work to explore the root of the disagreement in terms of what each side needs. After the problem is redefined in terms of needs, the parties work together to find a creative solution that is mutually satisfying.

Example: There is only one piece of pie left. We both want it.

Competition: I eat the pie.

Accommodation: I let you eat the pie.

Avoidance: Neither of us eats the pie. "

Compromise: We divide the piece and each of us eats half.

Collaboration: We redefine our goal as each of us wanting something sweet to eat. We get some ice cream and each of us has pie a la mode.

A SURVEY OF PEOPLE & THEIR JOBS

Interviewer: _____

Person Interviewed: _____

Job Title: _____

Date Interview Took Place: _____

1. What are your reasons for working?
2. Was this your original (or preferred) career choice? Explain.
3. What education and training prepared you for your job?
4. What rewards, excluding monetary, do you receive from your job?
5. Tell me about someone (or something) that influenced your career choice?
6. What do you enjoy (and dislike) about your job?

7. How has previous employment helped prepare you for this job?

8. What are your long term career plans?

9. If you had it to do over, what high school courses would you take to better prepare?

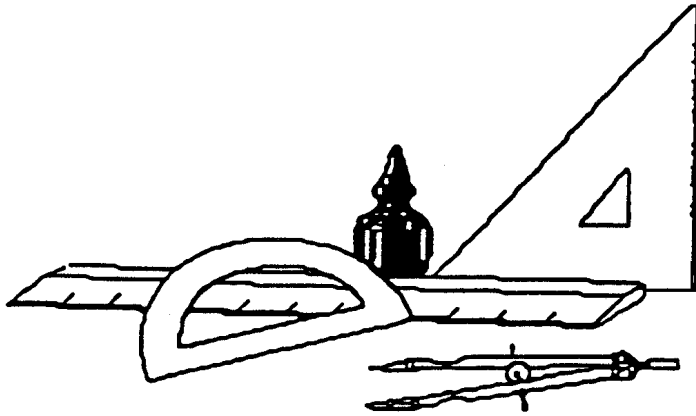
10. How many hours do you spend on the job and preparing for your job?

11. If you didn't have to work, what would you do?

12. Are you personally satisfied with how well you do your job?

13. Additional comments/advice?

Experiment in Cooperation



Team learning is a powerful learning device that is often neglected because many students know cooperation only as cheating. Joint problem solving requires legitimate giving and receiving of help. This activity will have been effective if the members of the class become more sensitive to how their behavior may help or hinder joint problem solving.

The Cooperation Squares game described below, can be played in the upper elementary grades or above. It takes about 45 minutes.

Before class, prepare a set of squares and an instruction sheet for each five students. A set consists of five envelopes containing pieces of stiff paper cut into patterns that will form five 6"x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into parts a through j. Then mark the envelopes A through E and distribute the pieces thus: Envelope A, pieces *i, h, e*; B, pieces *a, a, a, c*; C, pieces *a, j*; D, pieces *d, f*; and E, pieces *g, b, f, c*.

Erase the small letters from the pieces and write instead the envelope letters A through E, so that the pieces can easily be returned for reuse.

Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet. Ask that the envelopes be opened only on signal.

Begin the exercise by asking what cooperation means. List on the board the behaviors required in cooperation. For example: 1. Everyone has to understand the problem. 2. Everyone needs to believe that he/she can help. 3. Instructions have to be clear. 4. Everyone needs to think of the other person as well as himself.

Describe the experiment as a puzzle that requires cooperation. Read the instructions aloud, point out that each table has a reference copy of them, then give the signal to open the envelopes.

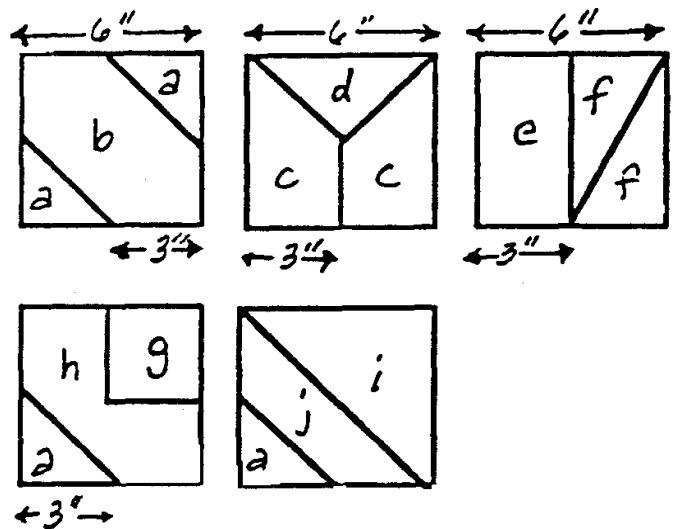
The Instructions are as follows: Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him a perfect square and all the squares are of the same size.

These are the rules: No member may speak. No member may ask for a card or in any way signal that he wants one. Members may give cards to others.

When all or most of the groups have finished, call time and discuss the experience. How did you feel when someone held a piece and did not see the solution? What was your reaction when someone finished his square and then sat back without seeing whether his solution prevented others from solving the problem? What were your feelings if you finished your square and then began to realize that you would have to break it up and give away a piece? How did you feel about the person who was slow at seeing the solution? If you were that person, how did you feel? Was there a climate that helped or hindered?

If students have helped to monitor, they may have observations to share.

In summarizing the discussion, the teacher may wish to review behaviors listed at the beginning. He may also want to review behaviors listed at the beginning. He may also want to ask whether the game relates to the way the class works from day to day.



By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6"x 6" squares.

UNSCRAMBLING THE BANK ACCOUNTS: TEAM PROBLEM SOLVING

GOALS

- I. To enable the team members to experience team problem solving processes.
- II. To give the team members an opportunity to observe and identify behaviors and methods that facilitate or hinder effective teamwork.
- III. To highlight the consequences of conflicts between individual objectives and team objectives.
- IV. To provide a basis to exploring means to make teamwork more effective.

TIME REQUIRED

Approximately one hour .

MATERIALS

- I. A copy of the Unscrambling the Bank Accounts Fact Sheet for each team member.
- II. A set of Unscrambling the Bank Accounts Data Cards for each subgroup.
- III. Blank paper and a pencil for each team member.
- IV. A clipboard or other portable writing surface for each team member.
- V. A stopwatch.
- VI. A copy of the Unscrambling the Bank Accounts Answer Sheet for the consultant .
- VII. A newsprint flip chart and a felt-tipper marker.
- VIII. Masking tape for posting newsprint.

PHYSICAL SETTING

A room that is large enough to allow the subgroups to work without disturbing each other .

PROCESS

- I. The consultant announces the goals of the activity.
- II. The team members are divided into two subgroups of approximately equal size.
- III. Each team member is given a copy of the fact sheet, blank paper, a pencil, and a clipboard or other portable writing surface.
- IV. Each subgroup is given one set of the data cards; the cards are distributed approximately evenly among the subgroup members. The subgroup members are told not to reveal the information on their cards to anyone else at this point.
- V. The consultant instructs the members of each subgroup to study the fact sheet and the cards that were assigned to them. (Five minutes.)
- VI. The consultant asks if anyone needs clarification and deals appropriately with any questions. (Five minutes.)
- VII. The consultant explains that the subgroups will be timed as they unscramble the bank accounts and match the name of each account holder with the appropriate bank, account number, size of balance, and occupation. The members of each subgroup are told that during the activity they may discuss the information on the cards that were assigned to them, but they may not pass the cards around for

others to see. The consultant also explains the scoring system, tells the subgroup members that no more questions will be answered and instructs the subgroup members to raise their hands when they arrive at a solution.

VIII. The consultant starts the stopwatch and announces that it is time to begin the activity.

IX. When a hand is raised, the consultant makes a note of the time and then checks the answer for accuracy. If any part of the answer is wrong, the consultant merely tells the subgroup member or the subgroup to continue working on the problem because the answer is not correct. (Twenty-five minutes.)

X. After both subgroups have found the corrected solution, the answers are written on newsprint and posted. The consultant leads a discussion based on the following questions:

1. What individual behaviors and problem solving methods facilitated your subgroup in solving the problem? What individual behaviors and problem solving methods hindered it?
2. At what points were you tempted to leave the subgroup and try to solve the problem on your own? What choice did you make? How do you account for your choice?
3. When an individual dropped out of your subgroup, how did you feel? How did you feel when the individual rejoined your subgroup?
4. What did you learn about conflict between individual objectives and team objectives and its effect on teamwork?
5. In what ways could you make the teamwork more effective in this team.

UNSCRAMBLING the BANK ACCOUNTS FACT SHEET

These five people have bank accounts:

Rob, Jamie, Ivy, Leslie, and Pat.

The names of their banks, listed alphabetically, are as follows:

Central, Eastern, Northern, Southern, and Western.

The following account numbers, listed in numerical order, have been issued to the account holders:

727253, 1799351, 4219530, 10429538, and 42911786

The accounts contain the following amounts (listed in descending order of size):

\$1,347.40; \$550.90; \$221.12; \$105.00; and \$25.50.

The account holders have the following occupations (listed alphabetically):

Accountant, architect, attorney, doctor, and teacher.

INSTRUCTIONS

Your subgroup's task is to match the name of each person with the appropriate occupation, bank, account number, and account balance.

SCORING

If your subgroup has solved the problem correctly in every aspect the first time it submits an answer, it will receive a score of one hundred minus the number of minutes it took to find the solution.

Each time a subgroup submits an answer that is not correct, in every aspect, five points will be deducted from its score as it continues to try to solve the problem.

At any time, you-as an individual-may drop out of the subgroup effort and propose your individual solution. If the first individual answer that you submit is correct in every aspect, your score will be one hundred minus half the number of minutes that were taken to solve the problem. You may then share the correct answer with your subgroup, and your individual score will become your subgroup's score. If your solution is not correct in every aspect, you may rejoin the subgroup and deduct ten points from the subgroup's score (that is, one hundred minus the number of minutes required to solve the problem minus an additional ten points). This will be your only opportunity to rejoin the subgroup. If you choose to continue to work on your own, deduct fifteen points from your individual score. For each additional time that you submit an incorrect answer, deduct five points from your individual score.

UNSCRAMBLING the BANK ACCOUNTS DATA CARDS

Prior to conducting the activity, the consultant should prepare a set of data cards for each subgroup. Each set should contain one card for each of the following pieces of information:

- Pat's account number and Jamie's account number contain the same number of digits.
- Leslie is an attorney.
- Jamie is not an accountant.
- There is a balance of \$105.00 in the doctor's account.
- Western Bank accounts have six digits.
- Pat does not have an account with Southern Bank.
- The balance in the account at Eastern Bank is \$105.00.
- Rob does not have an account with Southern Bank-
- The doctor's account number is 42911786.
- The balance in account number 4219530 is \$222.12.
- The balance in the accountant's account is less than \$200.00.
- Pat is a teacher .
- The balance in the western Bank account is more than \$100.00.
- The balance in Jamie's account is \$550.90
- The teacher obtained a special discount with Central Bank.
- Rob's account number is 10429538.

UNSCRAMBLING the BANK ACCOUNTS ANSWER SHEET

Name	Occupation	Bank Account	No.	Balance
Rob	Accountant	Northern	10429538	\$ 25.50
Jamie	Architect	Southern	1799351	550.90
Ivy	Doctor	Eastern	42911786	105.00
Leslie	Attorney	Western	727253	1,347.40
Pat	Teacher	Central	4219530	222.12

Unscrambling Bank Account Fact Sheet

These five people have bank accounts:

Rob, Jamie, Ivy, Leslie, and Pat

The names of their banks, listed alphabetically, are as follows:

Central, Eastern, Northern, Southern, and Western

The following account numbers, listed in numerical order, have been issued to the account holders:

727253,1799351,4219530,10429538,42911786

The accounts contain the following amounts (listed in descending order of size):

\$1,347.40; \$550.90; \$222.12; \$105.00 and \$25.50

The account holders have the following occupations (listed alphabetically):

accountant, architect, attorney, doctor and teacher.

Your subgroup's task is to match the name of each person with the appropriate occupation, bank, account number and account balance.

PAT'S ACCOUNT NUMBER AND JAMIE'S ACCOUNT NUMBER CONTAIN THE SAME NUMBER OF DIGITS.

LESLIE IS AN ATTORNEY .

JAMIE IS NOT AN ACCOUNTANT .

THERE IS A BALANCE OF \$105.00 IN THE DOCTOR'S ACCOUNT.

WESTERN BANK ACCOUNTS HAVE SIX DIGITS.

PAT DOES NOT HAVE AN ACCOUNT WITH SOUTHERN BANK.

THE BALANCE IN THE ACCOUNT AT EASTERN BANK IS \$105.00.

ROB DOES NOT HAVE AN ACCOUNT WITH SOUTHERN BANK.

THE DOCTOR'S ACCOUNT NUMBER IS 42911786.

THE BALANCE IN ACCOUNT NUMBER 4219530 IS \$222.12.

THE BALANCE IN THE ACCOUNTANT'S ACCOUNT IS LESS THAN \$200.00.

PAT IS A TEACHER.

THE BALANCE IN THE WESTERN BANK
ACCOUNT IS MORE THAN \$100.00.

THE BALANCE IN JAMIE'S ACCOUNT IS
\$550.90.

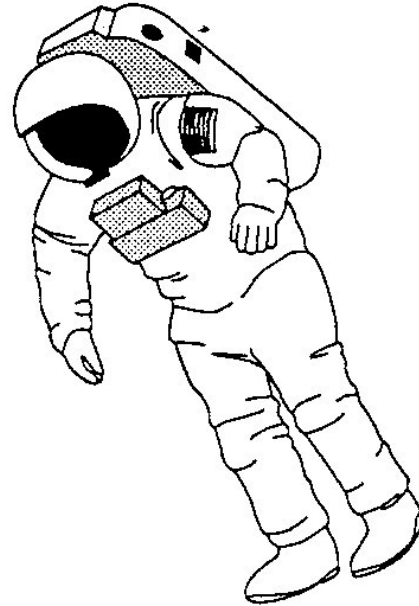
THE TEACHER OBTAINED A SPECIAL
DISCOUNT WITH CENTRAL BANK.

ROB'S ACCOUNT NUMBER IS 10429538.

Lost on the Moon I

Read the instructions below and complete the exercise as indicated.

Instructions: Imagine you are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, because survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.



In addition to each crew member's self-contained space suit, 15 items were left intact and undamaged after landing (they are listed below). Your task is to rank them in terms of their importance for you and your crew in allowing them to reach the rendezvous point. Complete the ranking on your own, using the column marked "Individual." You will later do the exercise again as a member of a group. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Lost on the Moon

What is your individual goal? _____

What is the group goal? _____

	Individual	Group
Book of matches	_____	_____
Food concentrate	_____	_____
50 feet of nylon rope	_____	_____
Parachute silk	_____	_____
Two .45 caliber pistols	_____	_____
One case of dehydrated milk	_____	_____
Two 100 lb. tanks of oxygen	_____	_____
Stellar map {of the moon's constellation}	_____	_____
Self-inflating life raft containing CO ₂ bottle	_____	_____
Magnetic compass	_____	_____
Five gallons of water	_____	_____
Signal flares	_____	_____
First-aid kit containing injection needles	_____	_____
Solar-powered FM receiver-transmitter	_____	_____
Solar-powered portable heating unit	_____	_____

Student Handout (Module Two, Lesson One)

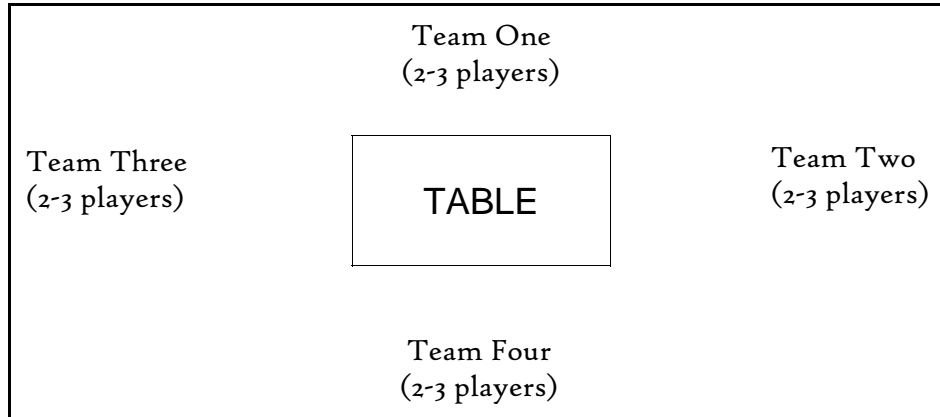
How Did You Do?

Items	NASA's Reasoning	A NASA's Rank	B Your Rank	C Difference A & B (+ or -)	D Group Rank	E Difference A & D (= or -)
Book of matches	No oxygen on moon; virtually worthless					
Food concentrate	Efficient means of supplying energy					
50 feet of nylon rope	Useful in scaling cliffs, tying injured together					
Parachute silk	Protection from sun's rays					
Two .45 caliber pistols	Possible means of self-propulsion					
One case dehydrated milk	Bulky duplication of food concentrate					
Two 100 lb. tanks of oxygen	Most pressing survival need					
Stellar map (of moon's constellation)	Primary means of navigation					
Self-inflating life raft containing CO ₂	CO ₂ bottle may be used for propulsion					
Magnetic compass	Worthless for navigation, moon's magnetic field is not polarized.					
Five gallons of water	Replacement for huge liquid loss on lighted side of moon					
Signal flares	Distress signal when mother ship is sighted					
First-aid kit containing injection needles	Needles for vitamins and medication will fit special opening in space suits					
Solar-powered FM receiver-transmitter	For communication with mother ship; but FM requires short ranges					
Solar-powered portable heating unit	Not needed unless on dark side of moon					

The Soda Trader* Rules Sheet

Objective: The objective of this activity is to make as much money for your team as possible.

Diagram of a Trading Group



Rules: At a signal from the facilitator, you and your team will reveal your decision to trade either COKE or PEPSI. Your team will make money or lose money, depending on what the other three teams in your trading group decide to trade.

1. If every team decides to trade COKE, each team loses \$1,000.
2. If every team decides to trade PEPSI, each team wins \$1,000.
3. If one COKE and three PEPSIs are traded, the COKE wins \$3,000 and the PEPSIs lose \$1,000 each.
4. Any other combination causes each team to lose \$1,000.

Instructions:

1. Take time to familiarize yourself with the rules and scoring sheet now.
2. The facilitator will give you and your team a few seconds to record your winnings or losses after each round and to decide what your next trade will be. Your trading decision should be secret until you place your can on the table. All four teams must lay the can to be traded on the table at the same time (when the facilitator gives the command). We will play 10 rounds, then see which team has won the most money. ..

*Special thanks to Michael K. Daugherty, technology teacher educator from Illinois State University, Normal, Illinois, for contributing the idea for The Soda Trader.

The Soda Trader Scoring Sheet

Round	Reward	Balance
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Bonus Rounds:

5 - Reward x 3

7 - Reward x 5

10 - Reward x 10

Team Name: _____

Step One:

Separate the learners into four teams at a table. There should be no more than three participants per team. The four teams at each table will represent one trading group. (See diagram on the handout titled The Soda Trader Rules Sheet.)

Step Two:

Pass out the handouts titled The Soda Trader Rules Sheet and The Soda Trader Scoring Sheet.

Step Three:

After a few minutes, read the following: "All four teams must place the can to be traded on the table at the same time, when I give you the command. Your trading decision should be secret until you place your can on the table. After each round, I, as the facilitator, will give you a few seconds to record your scores and to decide as a team on your strategy for the next trade.

There are three bonus rounds: 5, 7, 10. In round 5, each team score will be multiplied by 3. In round 7, the team score will be multiplied by 5. In round 10, the team score will be multiplied by 10. After we play ten rounds, we will see which team has won the most money. "

Step Four:

Begin the game and proceed through the ten rounds. Remember to multiply by the appropriate number during the bonus rounds.

Debriefing

Content:

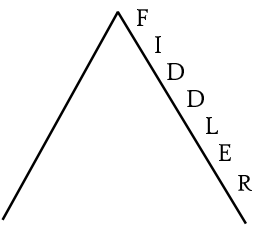
- ◆ What was the purpose of this game?
- ◆ Does this game have anything to do with promoting leadership and teamwork?
- ◆ How did you feel when a team did not work toward the goal of the entire trading group at the table?
- ◆ How does the natural competitive process that we just experienced occur within our FCCLA chapter?
- ◆ What are some ways to reduce the natural competitive nature between individuals and teams?

Process:

- ◆ Did you enjoy being a learner in a game situation?

Evaluation Options

- ◆ Have students write a one-page paper on ten ways to reduce competitive feelings between individuals and subgroups in an FCCLA chapter .
- ◆ Have students plan an activity for their FCCLA organization that would promote teamwork and cooperation. After the completion of the activity discuss their reactions.

<p>1</p> <p>NIGHT FLY</p>	<p>2</p> <p>HE'S/HIMSELF</p>	<p>3</p> <p>r o rail d</p>	<p>4</p> <p>SHAPE</p> <p>OR</p>
<p>5</p> <p>TROUBLE</p> <p>TROUBLE</p> <p>I'M</p> <p>TROUBLE</p> <p>TROUBLE</p>	<p>6</p> <p>Y FIREWORKS</p>	<p>7</p> <p>TEEXAMRM</p>	<p>8</p> 
<p>9</p> <p>FALL</p> <p>SUMMER</p> <p>WINTER</p> <p>HELLO</p> <p>SPRING</p> <p>SHALOM</p> <p>ALOHA</p> <p>HI</p>	<p>10</p> <p>DANC</p> <p>T E</p> <p>S C</p> <p>ETNO</p>	<p>11</p> <p>LO OSE</p>	<p>12</p> <p>MAN</p> <p>BOARD</p>
<p>13</p> <p>SOU?P</p>	<p>14</p> <p>WEAR</p> <p>LONG</p>	<p>15</p> <p>R/E/A/D/I/N/G</p>	<p>16</p> <p>LE</p> <p>VEL</p>

SHIP

1 LAVIRIVAL	2 or or or or or or or or or or	3 COMING PNEUMONIA
4 AMOMENT	5 W W A A L L L L	6 IME
7 LANNNNGUAG E	8 ment ment	9

LOOK

1

2

3

4

5

6

7

8

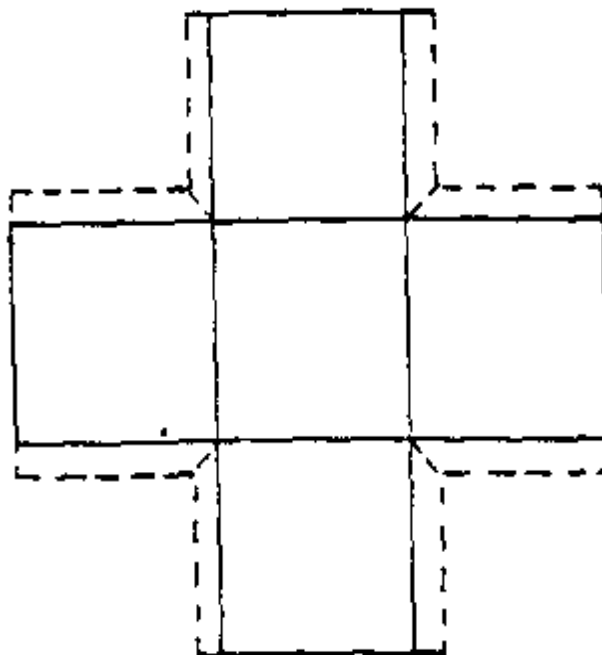
9

CAREER SUCCESS UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities for instructor:

- A. Provide student with objective sheet.
- B. Provide student with information and assignment sheets.
- C. Discuss unit and specific objectives.
- D. Discuss information and assignment sheets.
- E. Have students role-play examples of personality traits associated with job success.
- F. Play "Production Game" to reinforce objective three and set up opportunity for students to use Assignment Sheet #3.
 1. Materials needed
 - a. Scissors, 1 pair per group
 - b. Tape, 1 roll per group
 - c. Assorted construction paper
 2. Directions
 - a. Divide class into teams of about five persons per group
 - b. Have each team decide on a "company name" and elect a "supervisor"
 - c. Show each "company" how to make boxes from available raw materials of construction paper, tape, and scissors; allow them a short time (about 3 minutes) to practice



- d. Have each "company" set "goals" for the number of boxes they can produce during a five-minute period; the "supervisor" is the spokesperson for the group (NOTE: The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the instructor should remind the companies that the deliveries do not count until they are delivered to the instructor. After several five-minute sessions, the companies should be setting and achieving realistic goals.)
- e. Have the "supervisor" draw slips of paper which have problems written on them Examples: Employees strike (do not allow anyone to work the first two minutes of the next round) Two employees do not show for work (two players are taken out of the team) Two employees are late for work (two players sit out the first minute of the next round) Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round), Shortage of raw materials (reduce the amount of construction paper available) Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for first minute of the next round).
- f. Play "Ecology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area (NOTE: No simulation is effective if discussion of the feelings and concepts experienced during the simulation does not follow. Discussion should focus around terms in objective three and Assignment Sheet #3.)

Examples:

How do various roles develop in each group, such as "idea" people and "hands-on" people?

How did the simulation involve styles of leadership, specialization of labor, stockpiling, unionization?

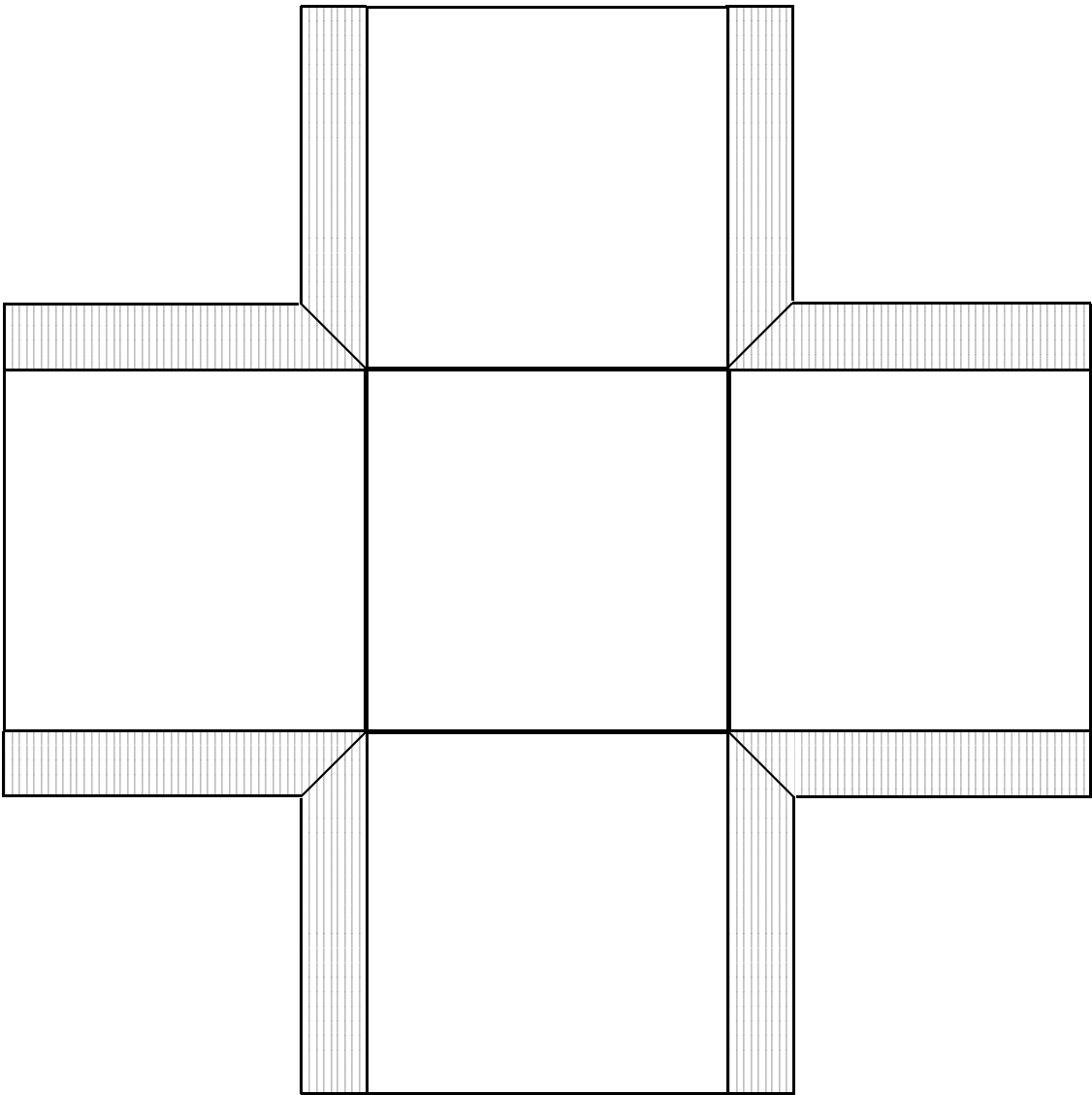
What effect did working under pressure to meet deadlines have ?

What are ways to enhance training, such as examples, demonstration, practice, clear communication?

g. Use the following twenty factors to build a "Success Pyramid" for a bulletin board or to reproduce as a checklist to include with Assignment Sheet #3 and/or to supplement objective three.

(NOTE: These factors were shown to be of greatest importance for career success as revealed in 1949 and 1970 studies.)

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations--amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness
8. Personal appearance--appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industry
13. Personality--cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities
16. Ability to make judgments or decisions quickly and accurately
17. Natural aptitude and attitude for the job
18. Acceptability of work--within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations





BUILD A HOUSE
(Teamwork and cooperation)

Objectives:

1. Management skills (foreman)
2. Cooperation ("blue collar" workers)
3. Understanding and Appreciation of handicaps

Supplies:

Each group needs:

7 index cards, magic marker, pencil, ruler, tape, & sheet of paper for directions.

Instructions:

1. Select one or two "foremen " or planners. The rest are blue-collar workers or implementers. The planner writes steps for constructing a house from the supplies provided. Consider and plan for entrances and exits, ventilation, structural soundness, etc. Allow 10 minutes for planning.
2. During this time have implementers to do an alternative assignment. An ideal alternative assignment would be to have each student do an A c r o s t i c using the letters of their names as the first letters of words describing personality traits they feel would make them good team members.
3. Implementers construct the house following only the written instructions.
4. Handicapping Conditions: Once construction begins, planner(s) may not speak. They may gesture or demonstrate. Implementers are to sit on one hand, using only the hand of their choice during construction.

COLEMAN DAIRY ENTRY EXAM

APPLICANT'S NAME: _____

APPLICANT'S SIGNATURE: _____

DATE: _____

All applicants must complete the following:

BASIC ARITHMETIC PROFICIENCY EXAMINATION

- When leaving a customer his dairy products and the total of your ticket is \$14.67, if he gives you a twenty-dollar bill, what is the amount of changes you would give him? _____
- There are 9 one-half gallons per case. How many on-half gallons are there in 65 cases? _____
- A.) At 44 per case, how many 1/2 pints are there in 9 cases? _____
B.) In 14 cases? _____ C.) In 40 cases? _____
- A.) What is 10% of \$875.64? _____ B.) What is 6% of \$875.64 _____
- Add these columns of figures:

8.75	9.99	132.54	1.00	.67
16.92	6.21	6.10	.25	21.00
13.64	8.32	14.20	.16	4.50
.64	8.88	6.30	.20	8.32
.08	5.26	71.50	4.30	4.44
1.50	.10	.08	81.10	18.99

6. A. _____ B. _____ C. _____ D. _____ E. _____

Subtract the following:

14.67	16.29	1,472.14	121.18	701.99
- 1.46	- 14.31	- 617.10	- 2.08	- 20.07

- A. _____ B. _____ C. _____ D. _____ E. _____

7. Multiply the following:
- | | | | | | | | |
|-----|------|------|------|------|-----|-----|-----|
| 45 | 44 | 16 | 18 | 44 | 54 | 28 | 17 |
| x 9 | x 40 | x 12 | x 44 | x 75 | x 9 | x 9 | x 8 |
- A. _____ B. _____ C. _____ D. _____ E. _____ F. _____ G. _____ H. _____

8. If half and half is \$0.57 a quart, what is the price of 16 quarts? _____

9. If light cream is \$0.74 a quart, what is the price of 8 quarts? _____
10. If a customer gets 8 cases of half gallons and there are 9 half gallons in a case, how many half gallons will you charge him for? _____
11. Chocolate milk sells at \$0.075 a half pint. what is the price of 44 one-half pints? _____
12. Pints of chocolate are \$0.135 a pint. What is the price of 28 pints? _____
13. A customer wants 99 one-half gallons. At 9 one-half gallons a case, how many cases will he get? _____
14. Butter chips are cut 90 pieces per pound. How many pieces are there in 5 pounds? _____
15. If 4% milk is \$1.01 a gallon, what is the price of 5 gallons? _____
16. Cottage cheese sells at \$0.29 a pound. What is the cost of 12 pounds? _____

$7 + 9 =$

$103 + 28 =$

$103 - 28 =$

$95 \times 78 =$

$72 \div 18 =$

$7/12 + 5/12 =$

$1 \frac{3}{4} + 2 \frac{3}{8} =$

Express $7/8$ as an equivalent fraction.

Write $1 \frac{3}{4}$ as a decimal.

Write .008 as a fraction.

Write $45 \frac{3}{4}\%$ as a decimal.

Write 126% as a decimal.

$2 \frac{3}{16} - 1 \frac{3}{4} =$

$7/9 - 3/9 =$

$2.45 + .365 =$

$2.45 - .128 =$

Write .375 as a fraction.

Write $4/32$ as a decimal.

$1/3 = ?/60$

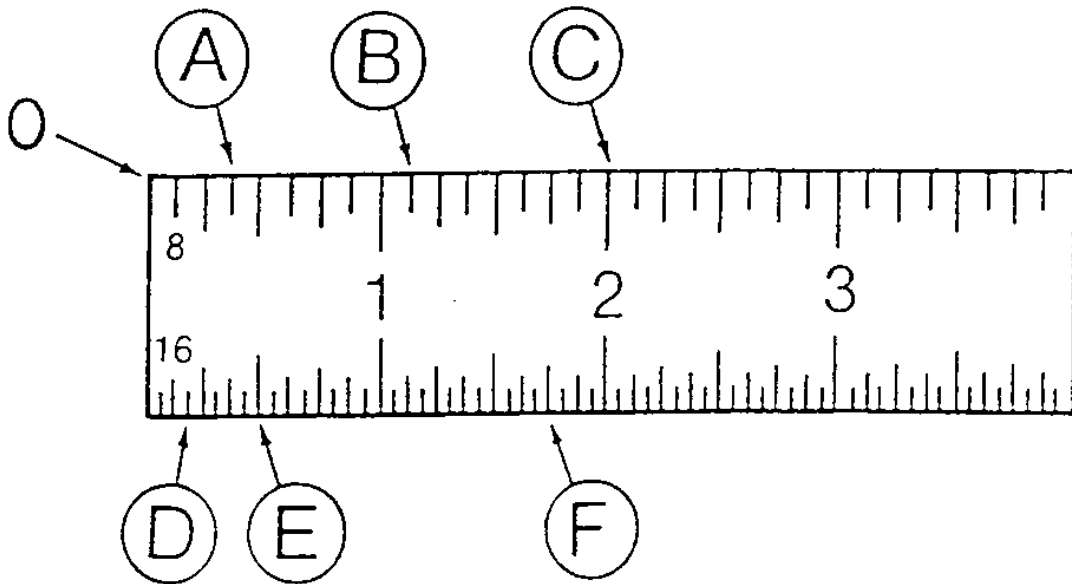
$20\% \text{ of } 7.5 =$

It takes you 15 minutes to hike $1/2$ mile. Approximately how long in hours and minutes does it take you to hike 4.75 miles?

The time allowed for a process is 1.5 hours. If you worked 20 minutes on the process, what percent complete is it?

CHECK-OUT ACTIVITY - RULES

1. In the illustration below, what is the meaning of the “8” and the “16” which appear on the left edge of the rule? _____



2. Give the indicated dimension (measuring from 0) for each letter which appears in the illustrated scale above.

A _____

B _____

C _____

D _____

E _____

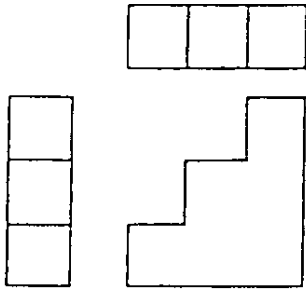
F _____

LEARNING EXERCISE

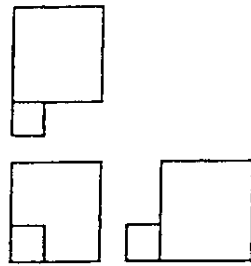
Visualizing Isometric Objects

ORTHOGRAPHIC DRAWINGS

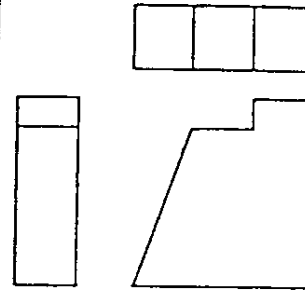
1 _____



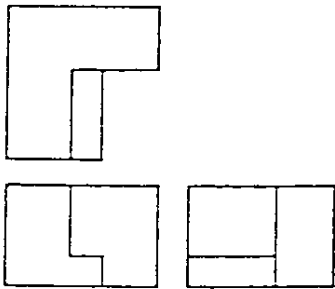
2 _____



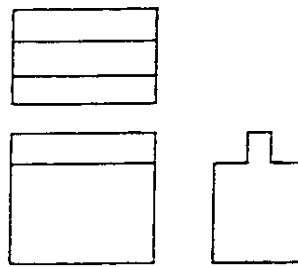
3 _____



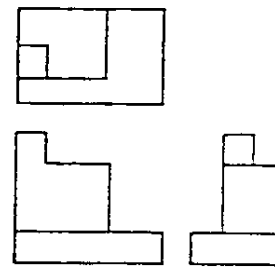
4 _____



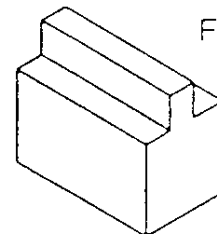
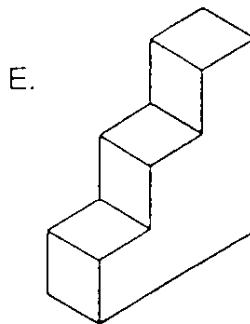
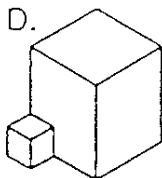
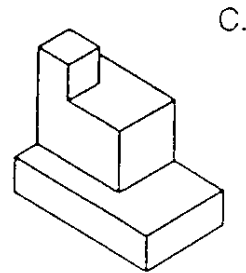
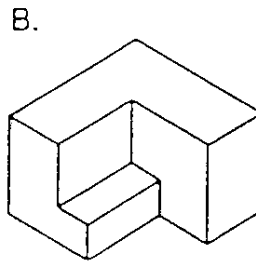
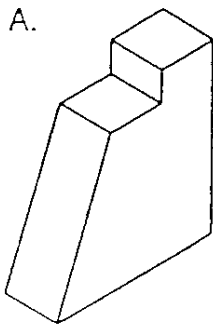
5 _____

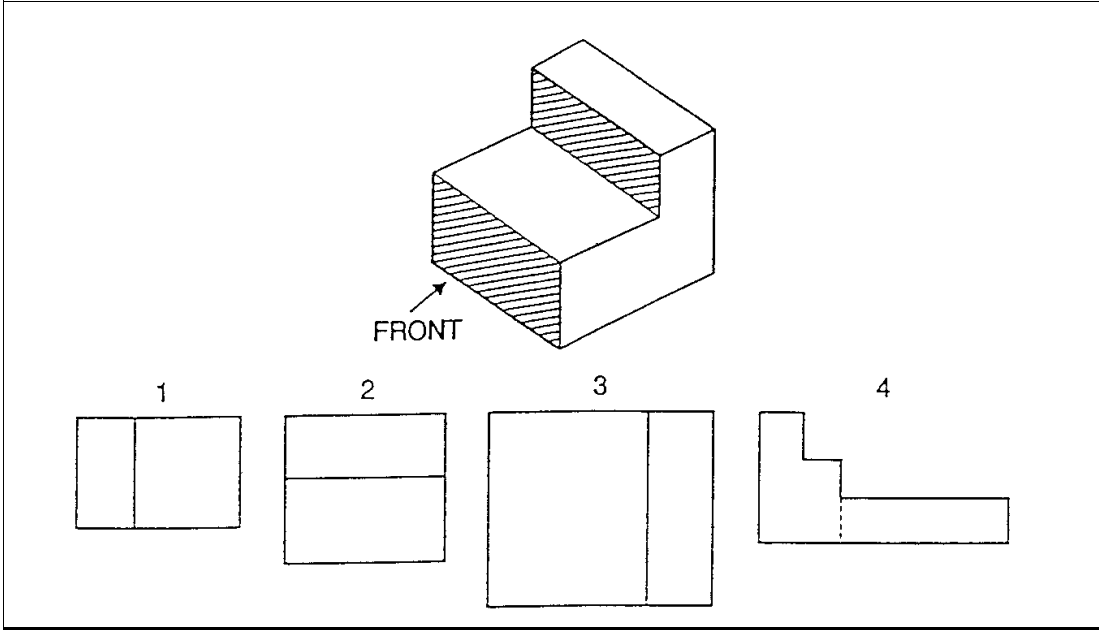


6 _____

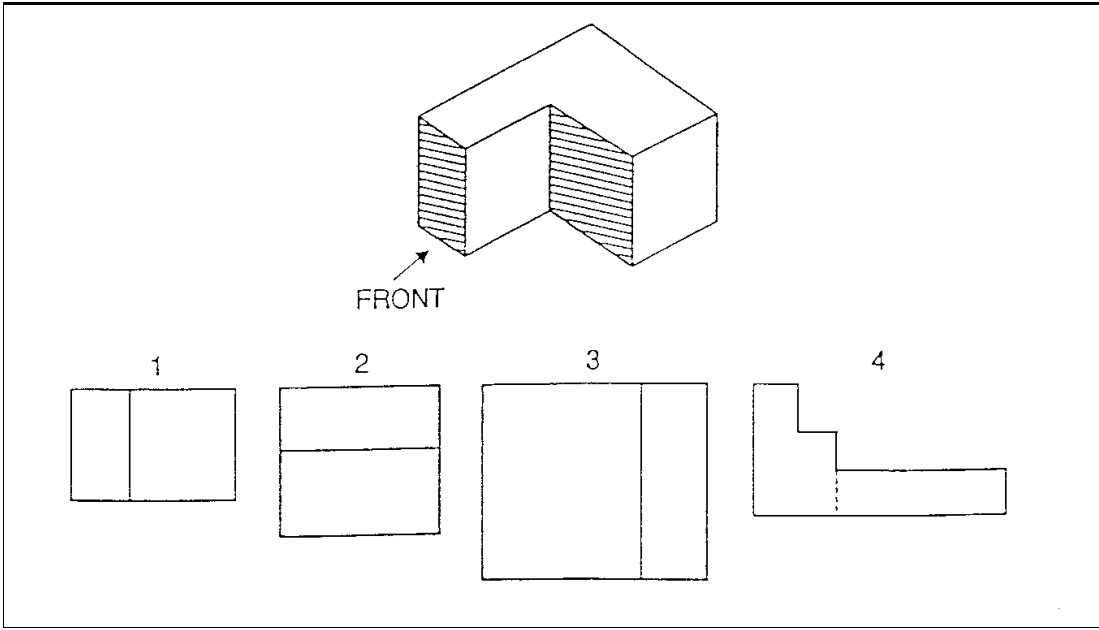


ISOMETRIC OBJECTS

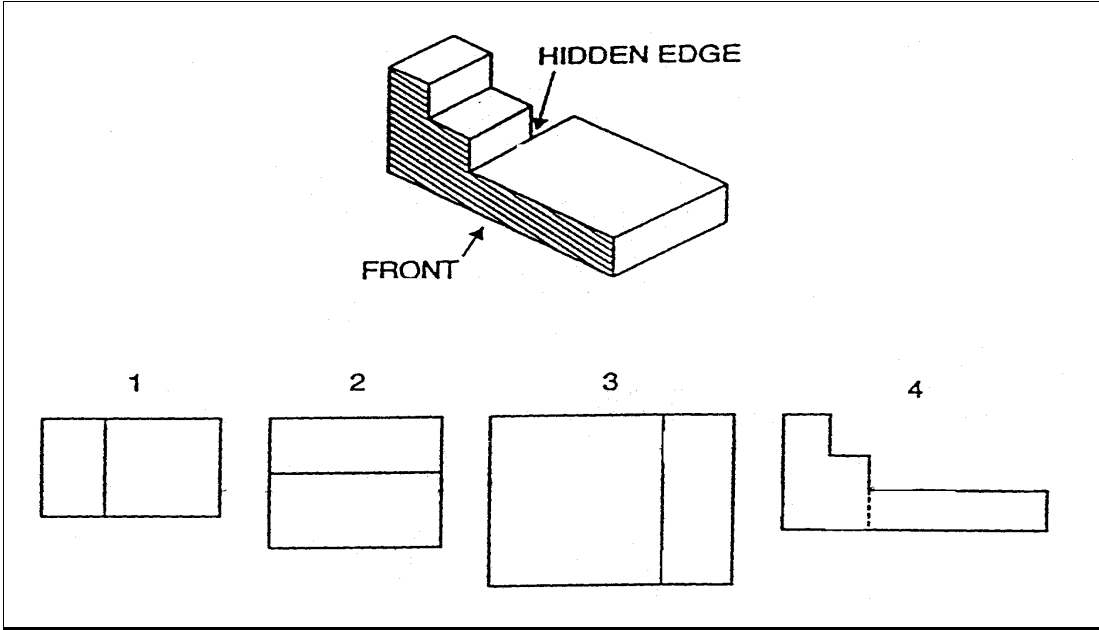




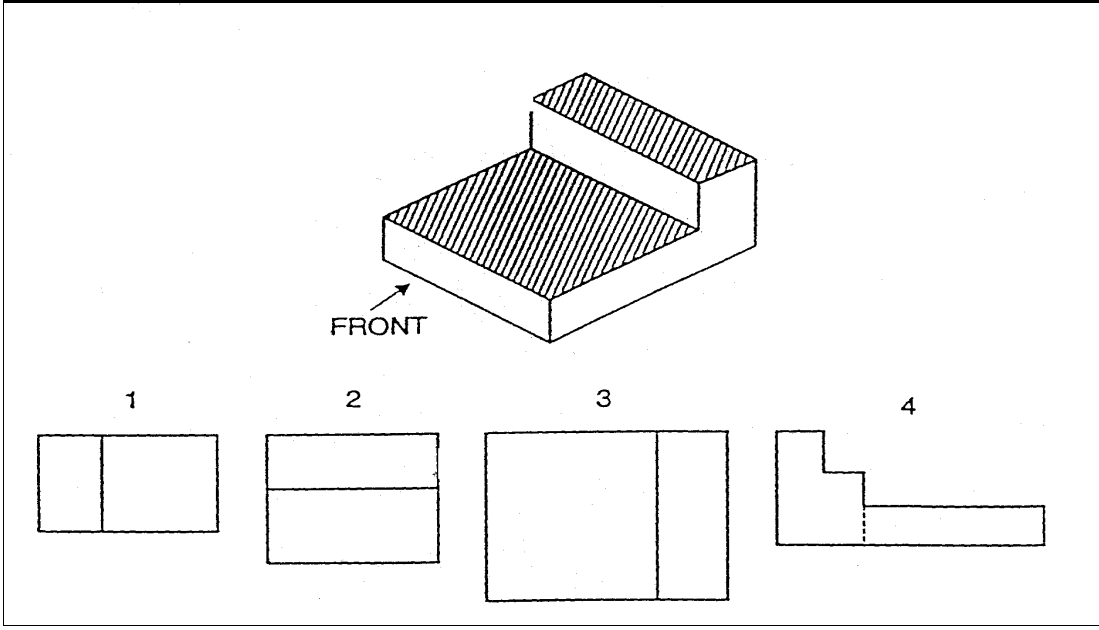
Example: The correct answer for the shaded view of the object is number 2.



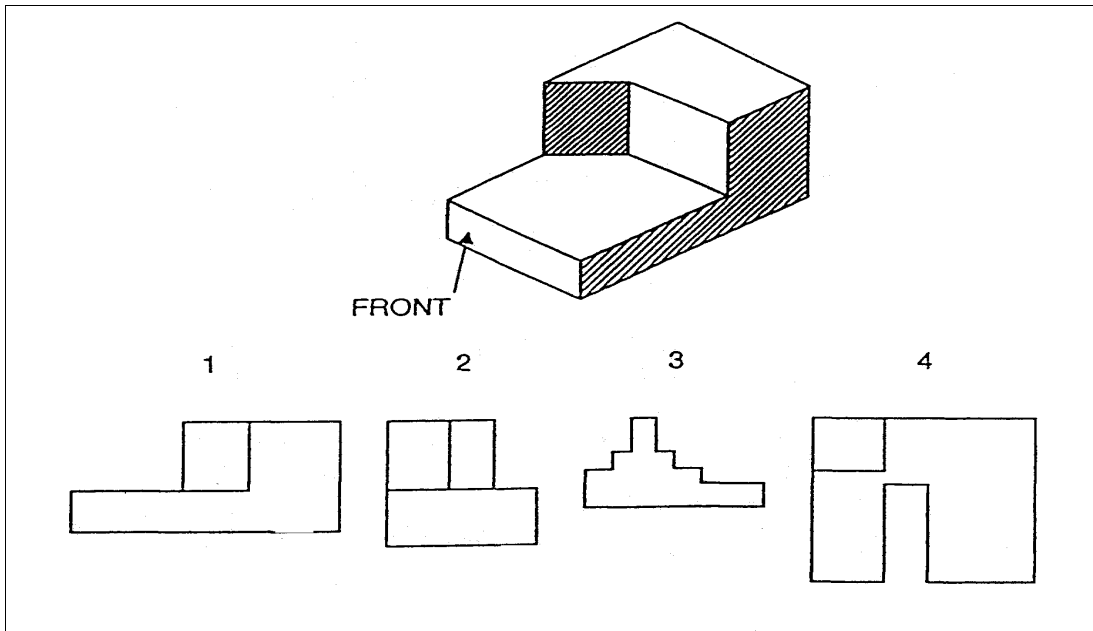
i. The shaded view of this object is number _____.



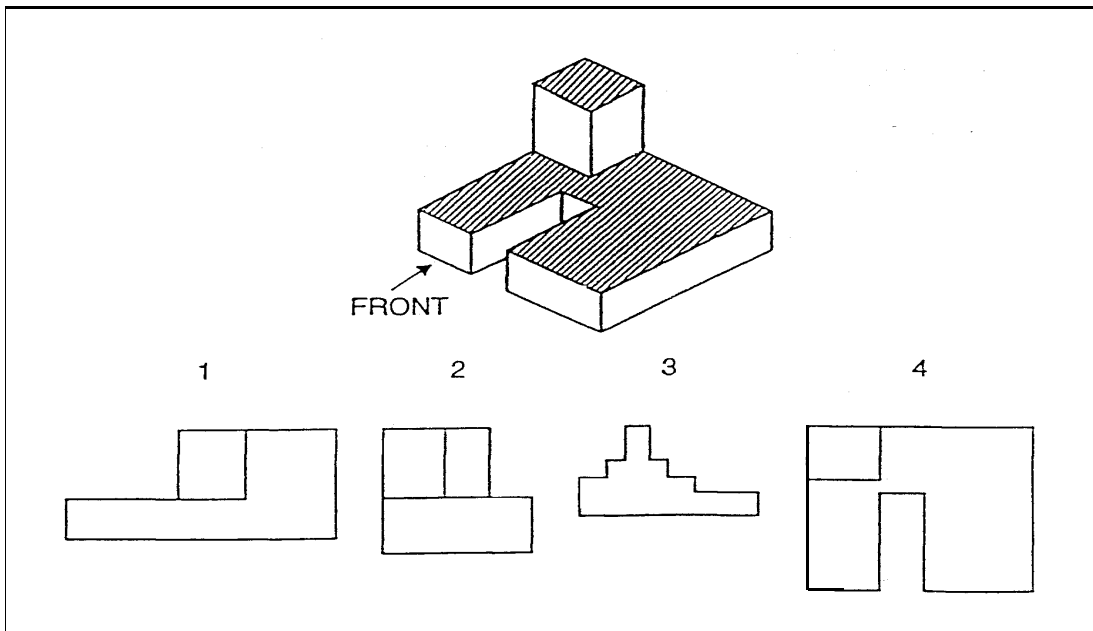
2. The shaded view of this object is number _____.



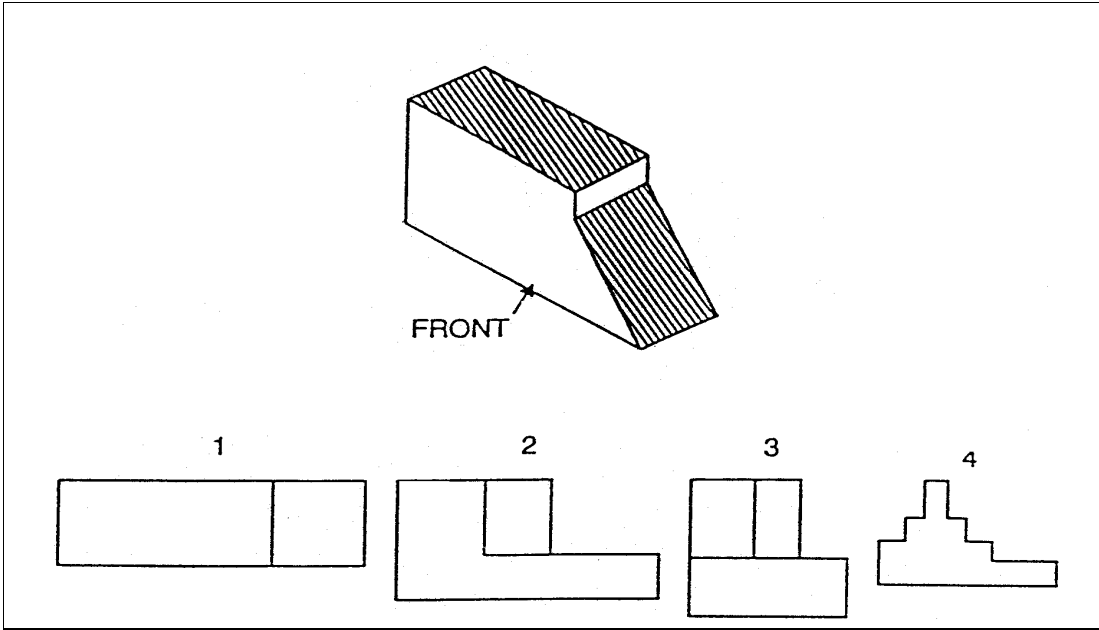
3. The shaded view of this object is number _____.



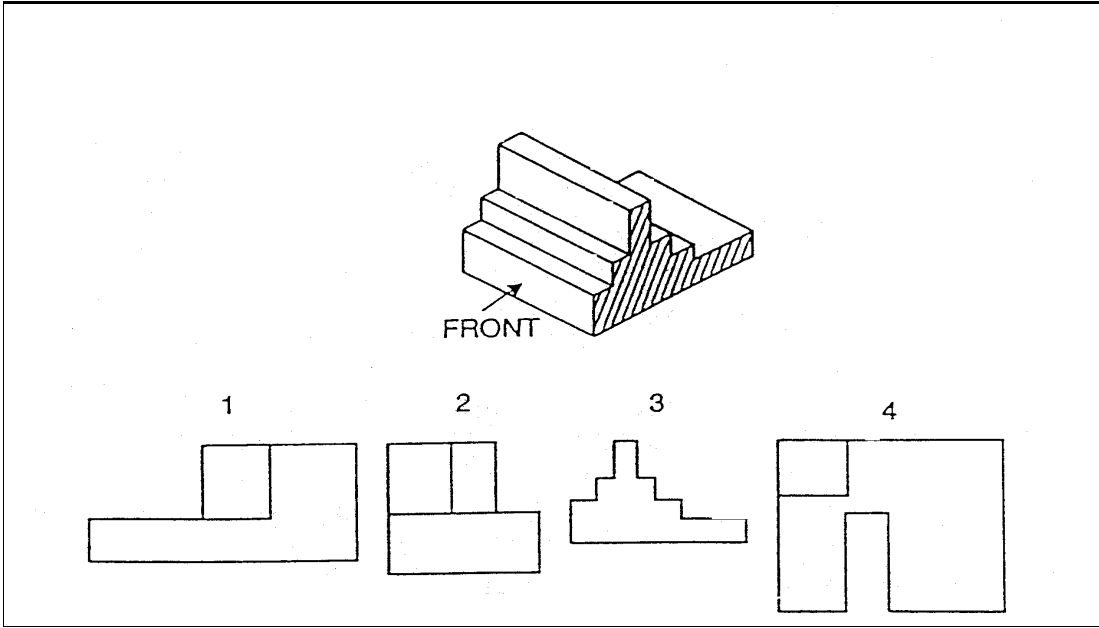
4. The shaded view of this object is number _____.



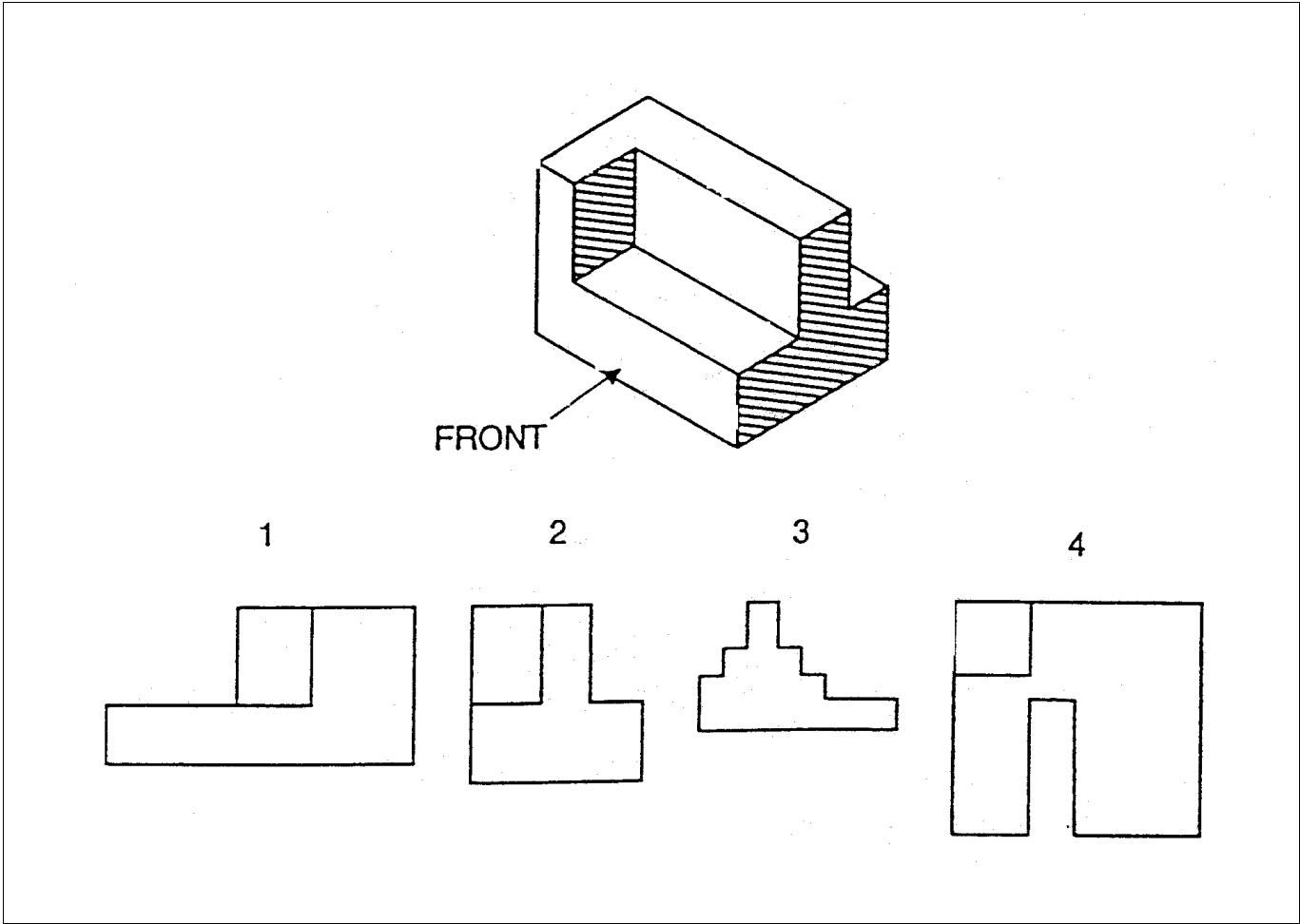
5. The shaded view of this object is number _____.



6. The shaded view of this object is number _____.



7. The shaded view of this object is number _____.



8. The shaded view of this object is number _____.



GUIDELINES for RECOGNIZING & DEALING with SEXUAL HARASSMENT

DEFINITION: Sexual harassment is now illegal under Title VII of the Civil Rights Act, enforced by the Equal Employment Opportunities Commission. The guidelines define sexual harassment as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a nature which constitutes harassment when:

- submission to the conduct is either explicitly or implicitly a term or condition of an individual's employment;
- submission or rejection of such conduct by an individual is used as basis for employment decisions affecting that individual; and/or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment can cover a wide range of behavior: sexual innuendo, sexual suggestions or jokes, pinups or offensive pictures, "accidental" or "friendly" body contact, kisses and hugs, propositions, and attempted and actual rape. It is harassment whether it comes from a supervisor, a coworker, a customer, an instructor, a counselor, or a student.

Although the problem is most recognized in the workplace, sexual harassment also occurs in school settings. Although sexual harassment affects both sexes, it is women who are the most frequent victims.

WHY IS SEXUAL HARASSMENT NOT REPORTED?

- Shame and embarrassment
- Fear that they may have invited it unknowingly
- Fear of reprisals from the harasser
- Conviction that no one will believe them
- Lack of proof
- Fear of being branded as a troublemaker

Although these reasons are certainly understandable, silence protects the harasser more than the victim.

HOW SEXUAL HARASSMENT HURTS EMPLOYERS:

- Destructive work environment leads to low morale
- EXPENSIVE: -Finding and training replacements for harassed women who quit or are fired. Increased insurance premiums for stress-related ailment claims. Increased sick leave. Lower productivity, owing to stress for harassed women, to low morale for other employees.

WHAT TO DO?

*Keep a log. Record each incident on paper (or tape): who, when, where, what was said or done, and witnesses (if any). This is critical, as it constitutes legal proof of sexual harassment should it be needed. *Send a letter or memo to the harasser, perhaps with a copy to a supervisor or administrator. Specify the offensive behavior in detail (when, where, what) and state that it must be stopped. Keep a copy for your file. This also constitutes legal proof.

*Confront the harasser. Tell him forcefully that you find his behavior degrading and spell out the consequences if he does not stop.

*Humiliate the harasser publicly. Tell him in the presence of others what he has done. (Sometimes threatening to do this is enough.)

*Talk to other women. Many a harasser will victimize several women, each of whom is too embarrassed to tell others. A group response is powerful.

*Follow each step of the grievance procedure carefully, and note everything in the log. This makes the legal case against the harasser stronger.

*If the school or company grievance procedure does not bring satisfaction, file a complaint with the Equal Opportunities Commission or file a lawsuit.

AND MOST OF ALL

*Get emotional support, either from other women at work or school, or from a women's center in the community. Sexual harassment is too heavy a burden to carry alone.

A Woman's Place is in the Patent Office

For fun, read the following list of inventions and try to decide which ones were invented by women.

- cotton gin
- square-bottomed paper bags
- improvements on rotary engines
- windshield wipers
- dandruff shampoo
- Kewpie Dolls
- internal-combustion engines
- dishwashing machine
- brassiere
- Tommy Iron
- makeup to hide "port-wine" birthmark
- latex girdle
- Jonny-Mop
- elastic bathing suit
- disposable diaper
- Liquid Paper
- Handy Iron
- Barbie doll
- portable hair dryer
- wash-and-wear fabrics
- Kevlar , a material five times stronger than steel
- sewing guide to sew straight seams/top stitching on a sewing machine
- sponge pillow that supports a baby in the tub
- satellite-propulsion system that keeps satellites in orbit longer
- Scotchgard
- realistic breast prosthesis
- Lactaid for people who can 't digest milk
- Bounce and Downy fabric softener
- Glo-Sheet for writing in the dark
- a reading system for dyslexics and some brain-damaged children
- a totally new way of developing film--lessens the danger of X rays
- dough for frozen pizza
- rag doll with eyes that open and close
- Snuggli Infant Carrier
- Apnea Detection Device, for notification of stoppage of breathing
- ribbed T -shirt that allows air to circulate underneath bulletproof vests
- micro-waveable frozen-food packaging
- Spaghetti Cinch for measuring the right amount of spaghetti to cook

Look who went to college!

David Robinson

Basketball player, San Antonio Spurs; U.S. Naval Academy (Annapolis, MD), BS in mathematics

Comments: Why the Naval Academy?: "I thought the discipline there would make me realize my potential." Robinson put off entering the NBA so he could graduate: "Something could happen, and you'd stop being a basketball player. You'll always benefit from being an officer."

Bill Cosby

Actor/producer, *The Cosby Mysteries*; Temple U., BA in education; U. of Mass., MA & Ed.D. in education

Comments: "Get yourself ready - not for the grades, but for the knowledge."

Holly Robinson

Actress, *Hangin' with Mr. Cooper*; Sarah Lawrence College (New York, NY), BA

Connie Chung

Anchorwoman, CBS Evening News; U. of Maryland, BA Journalism

Garth Brooks

Singer/songwriter, *In Pieces*; Oklahoma State U., BA in advertising & journalism

Comments: Went to college on a track scholarship-specialty, the javelin

Matt Groening

Cartoonist, created *The Simpsons*; Evergreen State College (Olympia, WA), BA, music, philosophy, cartoons & cartooning

Daphne Maxwell Reid

Actress, *The Fresh Prince of Bel Air*; Northwestern U., BA in interior design & architecture

Comments: On college & career: "You always run into somebody you went to school with who either you can help or they can help you."

Gloria Estefan

Pop singer; U. of Miami (Miami, FL), BA in psychology

Jodie Foster

Actress, *Maverick*, *Nell*; Yale U. (New Haven, CT), BA in literature

Oprah Winfrey

Talk show hostess & actress; Tennessee State U., BA in speech and drama

Comments: left school her senior year to work on TV. Asked to give graduation address at T.S.U. in 1987, she agreed, but finished course requirements first so she could graduate.

Eriq LaSalle

Actor, *ER*; New York U., BFA in theater

Reginald VelJohnson

Actor, *Family Matters*; New York U., BA in theater

Jimmy Smits

Actor, *NYPD Blue*; Brooklyn (NY) College. BA in drama; Cornell U., MFA

Reggie White

Football player, Green Bay Packers; U of Tennessee. BA in human services





If you think your **after-school job** is a **major bummer**, find out what stars like **Sandra Bullock** and **Brad Pitt** did for cash before they became **America's most wanted** - just match the occupation with the celebrity.

Star search

- Brad Pitt** (a) serving soup 'n' salad at Jackson Hole, a New York City restaurant
- Sandra Bullock** (b) flipping burgers at Fatburger, a greasy L.A. hole-in-the-wall
- 3. Jada Pinkett** (c) selling music at a record store in Los Angeles
- 4. Noah Wyle** (d) whacking weeds on a tobacco farm in Kentucky
- 5. Kate Moss** (e) dressing up as a chicken to cluck customers into a fast-food restaurant in Los Angeles
- 6. Jennifer Aniston** (f) juggling olives and ice cubes as a bartender in a seedy New York City neighborhood
- 7. George Clooney** (g) washing dishes at the 3 Pigs Barbecue in Virginia for \$2.50 an hour
- 8. Keanu Reeves** (h) modeling Calvin Klein clothing (no, not tight whites like Antonio Sabato)
- 9. Keith Hamilton Cobb** (i) painting houses in Tarrytown, NY
- 10. Julia Roberts** (j) working in a restaurant at a swanky Beverly Hills hotel
- 11. Patrick Muldoon** (k) selling sneakers at Lady Foot Locker in New York City
- 12. Matthew Fox** (l) working on a ranch in Wyoming
- 13. Matt LeBlanc** (m) directing phone traffic as a receptionist at a London travel agency
- 14. Courteney Cox** (n) slurping soda for a Coca-Cola commercial in Canada
- 15. Jared Leto** (o) modeling for book covers à la Fabio

Answers: 1. (e) 2. (f) 3. (c) 4. (d) 5. (m) 6. (a) 7. (d) 8. (n) 9. (j) 10. (k) 11. (h) 12. (i) 13. (l) 14. (o) 15. (g)