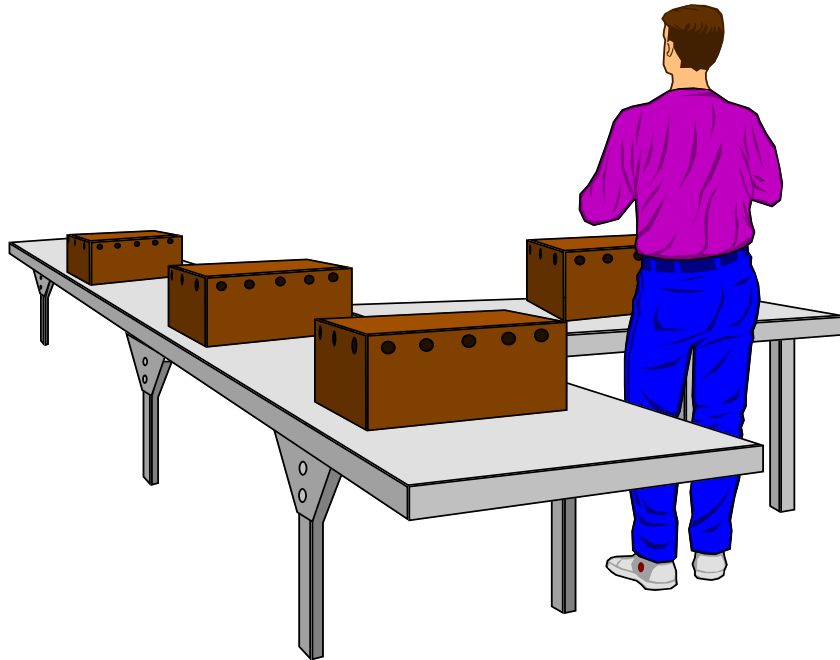


DEMONSTRATE COMMITMENT



COMPETENCY

CATEGORY: Leadership and Self-Development

CATEGORY

NUMBER: E.30

COMPETENCY: Demonstrate commitment to an organization.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate commitment to an organization.



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INTRODUCTION

- Read this passage by Dr. Anthony Campolo, author, speaker, and professor of Sociology at Eastern College in Pennsylvania: “What you **commit** yourself to be will change what you are and make you into a completely different person. Let me repeat that. (In other words), not the ‘past’, but the ‘future’ conditions you, because what you commit yourself to become determines what you are—more than anything that ever happened to you yesterday or the day before. Therefore I ask you a very simple question: What are your commitments? Where are you going? What are you going to be?”
- Until one is committed, there is hesitancy, the chance to draw back, to be ineffective.

Note to Specialist: Draw the diagram below on the writing board and refer to it throughout the delivery of the module.

- Draw a circle on the writing board and write commitment in the middle. Draw lines coming off of the circle.
- Ask your students “What is commitment?” Write what they tell you on the lines.
- If your students are having difficulty, ask them, “Who are you committed to?” “What are you committed to?” Then ask them to describe how they show their commitment and write these words on the lines. Examples may be: loyalty, trustworthiness, honesty, believing in something/someone, or dependable.
- Share with your students that in this module, they will be learning how to demonstrate commitment to an organization and discussing many of the qualities they suggested.

Administer Pre-Assessment

OUTLINE

COMPLETE LEARNING ACTIVITY E.30-1
“I SHOW COMMITMENT BY...”

- A. Being loyal to an organization is one form of showing commitment.
1. Loyalty means faithfulness.
 2. Being conscientious is one way to show loyalty or faithfulness.
 - a. Your conscience is that inner part of you that knows the difference between what is right and wrong.
 - b. What are examples of doing what is right?
 1. Being honest
 2. Working hard
 3. Keeping busy
 4. Being punctual
 5. Being dependable
 6. Learning as much as you can to do a good job
 7. Others?
 3. Another way to show loyalty is to support your organization.
 - a. Buy your organization’s goods or services.
 1. Employee discounts may be available.
 - a. Example, 25% off the merchandise in the store
 - b. Purchase products for wholesale.
 - b. Attend the organization’s functions.

1. Attend meetings and social functions.
 - c. Recommend your organization's products or services to others.
 4. Show loyalty by not criticizing the organization or the people who work there.
 - a. The organization's reputation could be damaged if you criticize it in front of your friends or relatives.
 - b. Speak highly of the organization.
 1. If you can't say good things about the organization, don't say anything at all.
 2. If you can't say good things about the organization, you may need to consider working elsewhere.
- B. Being dependable is another way to show commitment to an organization.
1. Coming to work EVERY day
 - a. Absenteeism, including tardiness, will not be tolerated by employers.
 - b. Many organizations have written policies stating the acceptable number of absences.
 2. The acceptable reasons for being absent may be different for each employer, but most will include:
 - a. Severe illness.
 - b. Emergency.
 - c. Others?

3. If you know you are going to miss work, call your employer as soon as possible.
 - a. If it is an illness and you miss more than one day, some employers will require you to bring a note from the doctor.
4. Does all of this sound similar to the school policies?
 - a. What is the policy for missing school?
 - b. How many days are you allowed to miss?
 - c. Is one of your parents supposed to call if you are going to be absent?
 - d. What are acceptable “excused” absences?
 - e. How many days are you allowed to miss before you are required to bring a doctor’s note?
 - f. What are the consequences if you miss too much school?
5. As an employee, if you are absent too much, the employer will discipline you. The steps may be:
 - a. Talk with you and give you a verbal warning
 - b. Next, give you a written warning
 - c. Lose your job, get fired
 - d. Sometimes the employer will fire you and not go through the first two steps.
6. As an employee, if you are absent then:
 - a. The work has to be assigned to someone else.
 - b. Someone may have to be called in on their day off to cover your shift.

- c. The organization is “short-handed”; therefore, production and service will be slower.
7. Being dependable (demonstrating commitment) also includes coming to work on time. (Coming to school, class, the Career Association meetings, etc. on time).
- a. What is “on time?” Right before your shift starts or at least 5 minutes before the shift starts?
8. If you are late to work, how could this affect your co-workers?
- a. One of them may have to work late until you arrive to relieve them.
 - b. Someone may not be able to take as long of a lunch, because you came back late from your lunch.
 - c. If break privileges are being abused, the privilege may be taken away from everyone.
 - d. Bottom line, it shows disrespect to them. You are sending the message that they are not very important.
9. How can you avoid being late?
- a. Simple. Leave in enough time to allow for delays.

COMPLETE LEARNING ACTIVITY E.30-2
“CASE STUDIES”

COMPLETE LEARNING ACTIVITY E.30-3
“TIME CARDS”

- C. Commitment to an organization is displayed by doing things that you don't want to do sometimes.

Note to Specialist: Share with your students a part of your job that you don't “love” to do, but why you choose to do it anyway.

1. You show commitment to yourself and commitment to get a diploma by coming to school, completing assignments and attending a class that may not be your favorite.
 2. The reality is that there will always be things we don't like to do, but we do it because we are committed.
- D. Commitment is demonstrated by keeping your promise, following through on actions.
1. Example: If you loaned me five dollars and I pay you back when I got paid (as promised), that says I am committed to our friendship. I respect you.
 2. Example: The principal asked me to chaperone the dance coming up and I said yes. I need to follow through on my actions and be there on time. That shows commitment to the principal, the school, the students and my job.
 3. What examples in your life demonstrate that you keep promises and follow through with what you say you are going to do?

COMPLETE LEARNING ACTIVITY E.30-4
“CUSTODIAL APPRECIATION DAY”

COMPLETE LEARNING ACTIVITY E.30-5
“COMMITMENT QUOTES”

COMPLETE READING ACTIVITY E.30
“COMMITTING TO THE FUTURE”

COMPLETE MATH ACTIVITY E.30
“UPS AND DOWNS OF THE STOCK MARKET”

Administer Post-Assessment

LEARNING ACTIVITY E.30-1
“I SHOW COMMITMENT BY...”

OBJECTIVE: To state ways of displaying commitment

RESOURCES:

- Writing board or flip chart, flip chart paper and markers
- The diagram with commitment written in the middle of the circle and the various words describing what commitment is

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Have each of your students (one at a time) choose a word from the commitment diagram and give an example of how to demonstrate that word. What behavior or actions would demonstrate that word?
2. For example: dependable. A person demonstrates being dependable by being on time.
3. Encourage them to relate the examples to the Career Association (an organization) or an employer situation (also an organization).
4. You may want to give them a few minutes to write down their thoughts before sharing out loud with the group.

LEARNING ACTIVITY E.30-2
“CASE STUDIES”

OBJECTIVE: To formulate solutions on demonstrating commitment

RESOURCES: Work Sheet—Learning Activity E.30-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Your students can work individually or in pairs.
2. Distribute the work sheets for Learning Activity E.30-2.
3. When most of the students have completed the case studies, begin the discussion questions.

DISCUSSION QUESTIONS:

1. For each case study, discuss their decisions out loud with the entire class.
2. Make sure your students share “why” they chose certain answers.
3. Spend time processing what were options for each of these characters. Emphasize choices and accountability.

LEARNING ACTIVITY E.30-2
"CASE STUDIES"
WORK SHEET

DIRECTIONS: Read the three case studies and answer the questions that follow.

1. Kalina is an assembly-line worker in a television plant. She does not believe the products her employer sells are very good. She believes the competitors' products are better. Kalina often comments to her friends, "I would never buy anything my employer makes. Those TVs won't last as long as most of the other models."

a. Is Kalina showing loyalty to her employer?

b. Explain your answer.

c. What other choices does Kalina have?

2. Jill works at a restaurant from 6:00 a.m. to 3:00 p.m. on weekends. One Friday night she came home late from a party and forgot to set her alarm clock. She overslept the next morning and did not wake up until 10:00 a.m. Jill decided that it was too late to call in; however, she did go into work on Sunday. Her supervisor warned her that if she failed to call in again, she would be fired.

a. Was Jill's supervisor too harsh on her?

b. Why or why not?

c. If you were Jill, what would you do to prevent this situation from recurring?

3. Pedro worked as a sales associate at a pharmacy for five weeks before being fired. During that five-week period he was scheduled to work a total of 20 days. In those 20 days he had arrived late for work five times. He did not call to report that he would be late any of those days.

a. Was Pedro's employer justified in firing him?

b. Why or why not?

c. What would you have done differently?

LEARNING ACTIVITY E.30-3
“TIME CARDS”

OBJECTIVE: To evaluate attendance and punctuality

RESOURCES:

- Writing board or flip chart
- Flip chart paper
- Markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Your students will design a time card or time sheet that they can use to evaluate their dependability (attendance and punctuality).
2. Ask for a volunteer to list the ideas that your students will be brainstorming.
3. Brainstorm the various components that could go on a time card/time sheet.
4. Ask for volunteers to draw a time card/time sheet with the components listed. Use the flip chart paper or the writing board.
5. If some of your students are not involved, have them select where to keep the time cards/time sheets.
6. Have your students choose the format they would like to use as a class.
7. Someone can draw the chosen format on a sheet of paper for you to copy. Or, someone can utilize the computer and input the chosen format.
8. Make copies and have them ready for your students to use the next day they come to class.
9. Set a goal for how long you want to use the time cards/time sheets.
10. Will there be consequences for good and poor attendance and punctuality?

LEARNING ACTIVITY E.30-4
“CUSTODIAL APPRECIATION DAY”

OBJECTIVE: To demonstrate commitment to the Career Association (and the school)

RESOURCES:

- Work Sheet—Learning Activity E.30-4
- Supplies your students decide they will need for Learning Activity E.30-4

SUGGESTED TIME: 1-3 hours

DIRECTIONS:

1. This module has covered:
 - a. Being loyal.
 - b. Being conscientious.
 - c. Supporting the organization.
 - d. Not criticizing.
 - e. Being dependable.
 - f. Having good attendance.
 - g. Being punctual.
 - h. Doing things that a person may not want to do.
 - i. Keeping promises.
 - j. Following through.
2. Have your students plan a “Custodial Appreciation Day.”

Examples of how they can show appreciation are: make a big card for the custodial staff, make a banner to hang in the hallway, bake cookies, or make something they could use in their break room.

3. Preferably, do not have your officers lead this project.
4. Distribute the work sheet for Learning Activity E.30-4 and explain that they will be doing a self-evaluation upon completion of the project using this tool.

DISCUSSION QUESTION:

1. After the project has been completed and your students have evaluated themselves, go through each component and have students discuss and share their perceptions.

LEARNING ACTIVITY E.30-4
“CUSTODIAL APPRECIATION DAY”
WORK SHEET

DIRECTIONS: You have completed the project “Custodial Appreciation Day.” Evaluate your level of commitment by completing the sentences or answering the questions. Use specific examples.

1. I displayed loyalty by...

2. I was conscientious by...

3. I showed my support for the Career Association by...

4. I showed my support for my peers by...

5. I showed my support for my school by...

6. I displayed my commitment by not criticizing. Yes or No

7. I demonstrated dependability by...

8. I had good attendance. Yes or No

9. I was punctual. Yes or No

10. Something I did not really care to do, but I did it because I was committed to the project and the Career Association was...

11. An example of a promise I made that I kept was...

12. An example of something I followed through on was...

LEARNING ACTIVITY E.30-5
“COMMITMENT QUOTES”

OBJECTIVE: To interpret quotes on commitment

RESOURCES: Work Sheet—Learning Activity E.30-5

SUGGESTED TIME: 30 minutes

DIRECTIONS:

1. Divide your students into small groups of five.
2. Distribute the work sheet for Learning Activity E.30-5.
3. Read the directions out loud.
4. As your students are interpreting the quotes and applying them to their own lives, monitor them closely in case they need help in interpreting.
5. Depending on time, have the reporter from each group share one or two out loud.

LEARNING ACTIVITY E.30-5
“COMMITMENT QUOTES”
WORK SHEET

DIRECTIONS:

1. Designate a reader, recorder, reporter, time keeper and facilitator (to keep the group on task).
2. Read each quote below and discuss what you think it means or how it affects you.
3. The recorder should write down the various answers.
4. There are no right or wrong answers.
5. The reporter will share your group’s answers with the entire class.

QUOTES:

1. “I can’t imagine a person becoming a success who doesn’t give this game of life everything he’s got.” (Walter Cronkite)

2. “No steam or gas ever drives anything until it is confined. No Niagara is ever turned into light and power until it is tunneled. No life ever grows until it is focused, dedicated, disciplined.” (Harry Emerson Fosdick)

3. “The best way to get loyalty is to give it.” (Anonymous)

4. “There’s a difference between interest and commitment. When you’re interested in doing something, you do it only when it’s convenient. When you are committed to something, you accept no excuses; only results.” (Kenneth Blanchard)

5. “Loyalty is an animal instinct; we can take lessons in it from dogs.”
(Anonymous)

6. “If you don’t invest very much, then defeat doesn’t hurt very much
and winning is not very exciting.” (Coach Dick Vermeil)

7. “There are countless ways of attaining greatness, by any road to
reaching one’s maximum potential must be built on a bedrock of
respect for the individual, a commitment to excellence, and a
rejection of mediocrity.” (Buck Rogers)

READING ACTIVITY E. 30
“COMMITTING TO THE FUTURE”

OBJECTIVE: To demonstrate recall and retention

RESOURCES: Reading Activity E. 30

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity E. 30 and distribute to each student.
2. Have students read “Committing to the Future.”
3. Have students complete “Commitment” Recall Questions and check answers for accuracy.
4. Divide class into pairs for role play.
5. Have one partner take the role of Mr. Avery and the other take the role of Erik. Each should take turns arguing why Jonathan should have gone to work or have called in sick.
6. After the role play, each pair should write down their arguments for and against on a flip chart or writing board.
7. Involve the class in a discussion of their charts and the merits and demerits of each side.

“COMMITTING TO THE FUTURE”

Jonathan’s knuckles grew white as he gripped the steering wheel. “This traffic is awful,” he muttered under his breath. “Of all times to get caught in this stuff! The boss will kill me if I’m late to work again.”

Teeth gritted, he watched the minutes tick away in time to the beat of the windshield wipers. “How could I know that a little rain would cause this backup? It’s not my fault,” he grumbled.

By the time Jonathan had found a spot at the farthest end of the parking lot and bolted for the building, he was a dripping fifteen minutes late. The first face he spotted as the door slammed behind him was that of his department supervisor, Mr. Avery, who looked very rushed and not at all happy.

“Jonathan, once again you’re late.” Despite the fact that he spoke softly, Mr. Avery was obviously angry. I’ve told you repeatedly to leave home early in case of bad weather or traffic problems. For the last fifteen minutes, I’ve had to handle the entire department by myself. Please dry off and get busy!”

Realizing with a flood of relief that he had not been fired, Jonathan still felt unjustly picked on. “I couldn’t help it,” he mumbled. Quickly taking his place behind his desk, he began fielding phone calls from customers.

The day continued at a break-neck pace until before he knew it, it was quitting time. As he gathered his belongings and began to leave, Mr. Avery stopped him.

“Jonathan,” Mr. Avery began as he peered over the frames of his glasses, “we need to talk.”

His spirits fell as Jonathan knew another lecture was coming.

“I’ve been pleased with the work you’ve done here. You’re smart and you deal well with the customers. But what you’re missing is a commitment to our organization.”

“You see,” he continued, “any business is like a machine, with each employee being an important component. For the business or the machine to run at peak efficiency, all parts need to be present and in good working order. Any part that is not working at optimum capacity puts stress on the rest of the machine.”

“You need to realize,” Mr. Avery emphasized,” that coming in late and calling in ‘sick’ when you’re not hurts us all, since we need to do our own work plus pick up your job too. If you develop a sense of belonging -- of commitment -- you would not inconvenience your fellow workers in this way.”

“Remember, Jonathan that tomorrow is the day that my wife is having surgery. I’m depending on you to be in charge of the department while I’m gone. Please,” he pleaded, “do **not** let me down!”

Later that night with his feet up on the coffee table in his apartment living room, Jonathan mulled over the day’s events when the phone rang.

“Hey, buddy! How’s it going?” Erik greeted. “Are you set for the beach tomorrow? You were going to call in sick.”

“Sure ... uh, I can’t, man.” Jonathan’s face fell as he realized his dilemma. “I promised the boss I’d be there. His wife’s having surgery tomorrow.”

“So what?” Erik countered. “We’ve been planning this for a couple of days. Just call in,” he insisted.

A strange feeling of responsibility came over Jonathan. “Mr. Avery is counting on me. If I don’t show up, I’ll be letting everyone down.”

“Well, you’re letting me down!” a disgruntled Erik shouted as he slammed the phone on the receiver.

Feeling pulled in two directions; Jonathan decided to sleep on his problem. With his alarm clock scattering his dreams the next morning, he felt a rush of adrenaline shoot through his limbs. “I’m in charge,” he worried. “If I don’t show up on time, no one will be in the office to take care of the phones. Mr. Avery is counting on me.”

Bounding out of bed, he rushed through his morning ritual and wolfed down breakfast. As he locked the apartment door, he realized proudly that if he continued at this rate, he would be early to work. "This feels good," Jonathan thought. "I like this feeling of belonging -- of being an important part of the group. I guess that's what Mr. Avery was talking about when he said that I needed commitment. It looks like he was right!"

RECALL QUESTIONS

DIRECTIONS: Answer the following questions as quickly as possible to check comprehension and recall of what you have read.

1. Why was Jonathan late to work?

2. Who is Jonathan's supervisor?

3. Why was the supervisor especially angry at Jonathan's tardiness?

4. What did Mr. Avery feel that Jonathan was missing?

5. How does Jonathan's coming in late to work hurt the rest of the workers?

6. Why is Jonathan temporarily put in charge of his department?

7. Why did Erik want Jonathan to call in “sick”?

8. Why did Jonathan refuse to call in “sick”?

9. What was Jonathan worried about as he woke the next morning?

10. About what did Jonathan end up agreeing with Mr. Avery?

MATH ACTIVITY E.30
"UPS AND DOWNS OF THE STOCK MARKET"

OBJECTIVE: To calculate the ups and downs of the stock market

RESOURCES:

- Business section of newspaper for each student
- Work Sheet—Math Activity E.30

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Ask students what the stock market means to them. List responses on the writing board.
2. Ask students what the phrase “ups and downs” means to them. List responses on the writing board.
3. When an individual “commits” to buying a certain stock that person is taking a risk. Would knowing the “ups and downs” of a particular company help you to make a commitment to purchase a stock?

(Explain that in making a commitment involving money, it is wise to know the financial history of a company or organization.)

4. Ask students to define the word “market” as in a store or flea market.
5. What is the stock market?
6. Distribute copies of the work sheet for Math Activity E.30 and ask students to record information about each stock.
7. Have each student “buy” a stock and follow its progress for a week or longer.
8. Each day have students chart the stock’s movement, up or down.

Note to Specialist: It might be helpful to make additional copies of the worksheet for each week.

9. At the end of the week have students calculate whether they would have earned money or lost money if they sold their stocks.
10. How would they have felt if they had used real money to buy their stock?
11. Ask the class to think about why and when people might buy stock. (When they want to invest portions of the money they have saved; when they can afford to do so; when they are in a position to leave sums of money invested for long periods of time; etc.)

MATH ACTIVITY E.30
"UPS AND DOWNS OF THE STOCK MARKET"
WORK SHEET

DIRECTIONS: For this work sheet, report on the current value of the following stocks from the New York Stock exchange. Using this information, answer the questions below.

Stock	Abbreviation	High	Low	Close	Net Change
Borden	_____	_____	_____	_____	_____
Chrysler	_____	_____	_____	_____	_____
Citicorp	_____	_____	_____	_____	_____
Dart/Kraft	_____	_____	_____	_____	_____
Delta Airlines	_____	_____	_____	_____	_____
General Mills	_____	_____	_____	_____	_____
Goodyear	_____	_____	_____	_____	_____
American Airlines	_____	_____	_____	_____	_____
Polaroid	_____	_____	_____	_____	_____
Revlon	_____	_____	_____	_____	_____
Ford Motor	_____	_____	_____	_____	_____
EDS	_____	_____	_____	_____	_____
J.C. Penney	_____	_____	_____	_____	_____
General Motors	_____	_____	_____	_____	_____
General Electric	_____	_____	_____	_____	_____

1. On the day you recorded the information, what stock was worth the most?

2. What was its closing price?

3. What stock was worth the least?

4. What was its high?

5. Which stock experienced the greatest gain?

6. How much did it gain?

7. If a stockbroker charged a 5% fee for each transaction (buy or sell), what is the transaction fee for each stock?

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.

1. What are three ways someone can show commitment to an organization?

2. What are two acceptable reasons for someone being absent from work?

3. How can you avoid being late to school, work, appointments, etc.?

4. What are the effects on other people if you commit to arrange a guest speaker to come to class and you don't do it?

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are three ways someone can show commitment to an organization?
 - Being loyal
 - Being conscientious
 - Being trustworthy
 - Being dependable
 - Purchasing products/services
 - Recommending organization to others
 - Not criticizing the organization
 - Not missing work
 - Being on time
 - Doing parts of the job that are not the most fun or you don't really like to do
 - Keeping promises
 - Following through

2. What are two acceptable reasons for someone being absent from work?
 - Emergency
 - Severe illness

3. How can you avoid being late to school, work, appointments, etc.?
 - Leave early to allow for delays

4. What are the effects on other people if you commit to arrange a guest speaker to come to class and you don't do it?
 - Answers will vary

ANSWER KEY
READING ACTIVITY E.30

1. Traffic back up because of the rain
2. Mr. Avery
3. Because Jonathan does not leave home early enough in case of bad weather or traffic
4. A commitment to the organization
5. Other workers need to pick up Jonathan's work or inconvenience to fellow workers
6. Mr. Avery's wife was having surgery
7. To go to the beach
8. Jonathan promised his boss he'd be there
9. If he didn't show up on time, no one would be in the office
10. The feeling of belonging, being an important part of the group

ANSWER KEY
MATH ACTIVITY E.30

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. Answers will vary
5. Answers will vary
6. Answers will vary
7. Answers will vary