

# THE HEARTBEAT OF DECISIONS— VALUES AND GOALS



**COMPETENCY**

**CATEGORY:** Personal Skills

**CATEGORY**

**NUMBER:** F.33

**COMPETENCY:** Base decisions on values and goals.

**OBJECTIVE:** Upon completion of this module, students will be able to base decisions on values and goals.



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1729 King St., Suite 100  
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or the JAG Field Services Office, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.  
Tel. 972.691.4486 • Fax. 972.874.0063 • [www.jag.org](http://www.jag.org)

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## INTRODUCTION

- Ask students to take out two things from their wallet, purse or backpack that show two different things they value.
- The Specialist should start off by sharing two personal items, describing what they mean, and how they reflect their value system (model the process).
- Each student then shares two items and explains what they mean to them. Discuss how they reflect their value system.
- Share with students the title of the module and the objective.

## Administer Pre-Assessment

## OUTLINE

- A. Values are defined as:
1. Standards that guide actions, attitudes, and judgments.
  2. Things that a person believes to be right, good, and important.
- B. Everything we do and every decision we make is based on our consciously or unconsciously held beliefs, attitudes, and **values**.
1. What are decisions you made today that reflect your values?
    - a. Examples could be:
      1. Coming to school on time.
      2. What outfit you choose to wear.
      3. Did you hug one of your parents goodbye this morning?

4. Did you spend your money on a soda and chips or breakfast food?
5. Did you hang out with friends before school started or did you finish last minute homework?
6. Did you say something nice to someone this morning or did you put-down somebody?

2. Our actions are a reflection of our values.

- C. People generally feel very strongly about their values, though they may find them difficult to express or explain.
- D. As we move through this module and process the activities, we need to create an atmosphere in our classroom of openness, honesty, acceptance, and respect.
- E. Challenge yourself to consider other ways of thinking and behaving. Many times there is not a right or wrong way.
- F. Being nonjudgmental is a ground rule for these activities.

**Note to Specialist: Help the students listen to one another and avoid ridiculing. Participate in the activities and discussions when possible. The students will appreciate learning about your values and goals. Also, avoid moralizing - this will only distance the students.**

<b>COMPLETE LEARNING ACTIVITY F.33-1</b> <b>“WHAT’S IMPORTANT TO YOU?”</b>
---

- G. Where do we learn our values?
  1. They begin developing during our childhood.
  2. Family, peers, religion, culture and society, in general, all influence our values.

H. We may shift the way we emphasize and act on our values as we gain new knowledge and life experiences.

1. After our last activity, were your values influenced by other people's values?
2. It is okay to change our minds based on new information or a new way of seeing an issue.

**COMPLETE LEARNING ACTIVITY F.33-2**  
**“VALUE VOTING”**

I. We have to be cautious about blindly being influenced by negative peer pressure and the wrong influences.

1. Share this tale with the students.
  - a. There is a type of caterpillar called a processionary caterpillar. It gets its name because when it goes in a direction, all the other caterpillars will fall in very close behind it and move in the same path. As a matter of fact, the followers' behavior becomes so automatic that their eyes become half-closed as they follow. They let the leader do all the thinking and decision-making about which direction to go in. Their behavior is rote and automatic.
  - b. The French naturalist, Jean-Henri Fabre, conducted an experiment to demonstrate the rigidity of the processionary caterpillars' behavior. He enticed the lead caterpillar to start circling the edge of a large flower pot. The other caterpillars followed suit in a tight procession, forming a closed circle. The circle became so tight, that there was no longer a beginning or end. There was no longer a leader or follower. They continued mindlessly going around the edge of the flower pot for several days and nights until they dropped off the edge from starvation. Relying totally on instinct, past experience, custom and tradition, the caterpillars achieved nothing.

2. How does this story parallel how our values are formed?
    - a. We oftentimes follow parents', peers', adults', even media stars' values without questioning them.
    - b. To be accepted, we often are influenced by negative peer pressure to follow their values (or lack of them).
  3. How does peer pressure influence our decisions?
  4. How does peer pressure go against our values and beliefs sometimes?
- J. We can avoid becoming like the caterpillars in the story by having goals that are aligned with our values.
- K. Goals are something you want to be, do, or have.
1. What goals do you currently have?

**Note to Specialist: As students are sharing, ask questions to get them to be specific.**

2. Ask when they are going to attain this goal.
3. Ask why they want to attain this goal.
4. The questions that were asked are what we all need to ask ourselves whenever we set goals.

**Note to Specialist: Post the five guidelines of goal setting in the room so they can be referenced throughout the remainder of the module.**

- L. Guidelines for setting goals
1. They must be specific and written down.
  2. They must be YOUR own personal goals.



3. They must be stated positively.
  4. They must be realistic and attainable.
  5. They must start with "I."
- M. Take someone's goal (maybe your own) and write it on the board following the guidelines above.

**COMPLETE LEARNING ACTIVITY F.33-3**  
**"GOAL-SETTING TOWARD SUCCESS, PART ONE"**

- N. To make goals come alive, we must take a few more steps.

**Note to Specialist: Post the following in the room: 1) Develop a specific action plan; 2) Write down the benefits; and 3) Plan for overcoming obstacles.**

1. Develop a specific action plan.
  - a. Break the goal into mini-goals if necessary.
  - b. Baby steps are the key.
    1. Imagine a flight of stairs. You cannot move up the flight of stairs in one fatal leap. It is wiser to take the steps one at a time so you do not fall.
  - c. Share a personal story about a big goal you wanted to accomplish. It seemed overwhelming at first. By taking small steps, it was not as scary.
  - d. Fear is a key reason people avoid goal setting. So, make the goal manageable by breaking it down.
2. Write down the benefits of achieving your goals.
  - a. How will this help? Because you are focusing on the positive.

- b. What we think about is what we will get.
- 3. Plan for overcoming obstacles.
  - a. Our goals have a better chance of coming true when we think ahead of what might go wrong.
  - b. Planning for obstacles helps us problem-solve before they actually happen.
  - c. If an obstacle occurs, we are more prepared emotionally and mentally to deal with it.

<b>COMPLETE LEARNING ACTIVITY F.33-4</b> <b>“GOAL SETTING TOWARD SUCCESS, PART TWO”</b>
--

- O. Making decisions is like taking a trip.
  - 1. The goal is your destination.
  - 2. Along the way are rest stops, the chance to refuel and make sure we are going in the right direction.
  - 3. In between each of these rest stops are the mini-goals, the action steps.
  - 4. With any trip, there is a chance we may take a wrong turn.
  - 5. Or we may get in an accident.
  - 6. Sometimes a road is blocked and we have to take a detour or an alternate route.
  - 7. But in the end, we arrive at our destination if we wanted to get there badly enough.
    - a. We may have taken longer than expected.
    - b. We may have hit a few potholes.

- c. But if the decision, the goal, is strong enough, we will find a way to get to our destination.

P. “Ninety-nine percent of failures come from people who have the habit of making excuses” (George Washington Carver).

- 1. Below is a list of people who made decisions to achieve their goals and did not let “excuses” get in their way.
  - a. Jim Abbott, a one-handed pitcher, won 12 baseball games in his rookie season with the California Angels.
  - b. Edgar Degas, a leading impressionist painter and sculptor, had extremely poor eyesight.
  - c. Ludwig Von Beethoven was totally deaf when he composed some of his greatest music.
  - d. Eleanor Roosevelt, who was painfully shy, orphaned, and considered unattractive, became the First Lady of the United States. She also was a writer, speaker, political leader, and one of the most admired women in the world.
  - e. As a child, nobody knew that Olympic Gold medal winner Greg Louganis had dyslexia. Because he stammered and was considered a slow learner, his classmates called him retarded. He was also adopted.
  - f. Rock guitarist Eric Clapton was abandoned by his mother when he was an infant.
  - g. Nelson Mandela remained the recognized leader of South African blacks even though he spent more than 27 years as a political prisoner in South Africa.

Q. We are responsible for directing our own life, making decisions in a responsible way, and NOT making excuses.

- 1. For example, you may want to go to college. What are the excuses you can come up with why you can't?

- a. Cannot afford it
  - b. Too hard
  - c. Others?
2. How can you overcome those excuses?
- a. Seek out scholarships, financial aid
  - b. Study more, get a tutor
  - c. Others?

**COMPLETE LEARNING ACTIVITY F.33-5**  
**“ON THE ROAD TO...”**

**COMPLETE READING ACTIVITY F.33**  
**“MY FRIENDS ARE ALL MECHANICS, BUT MY GOALS ARE...?”**

**COMPLETE MATH ACTIVITY F.33**  
**“GOALS BY THE NUMBERS”**

**Administer Post-Assessment**

**LEARNING ACTIVITY F.33-1**  
**“WHAT’S IMPORTANT TO YOU?”**

**OBJECTIVE:** To determine what is important in your life- what you value

**RESOURCES:** Work Sheet—Learning Activity F.33-1

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Distribute the work sheet and have someone read the instructions out loud.
2. After students have completed the work sheet, post them along the wall in the room.
3. Students can “roam and read” and see how much similarity or diversity there is.
4. Move to discussion questions when appropriate.

**DISCUSSION QUESTIONS:**

1. Did you learn anything new about yourself?

2. Would anyone like to share why they chose their first three choices?

3. How do your top choices influence the decisions you make in your life each day?

4. Did you have some commonalities with someone else that surprised you?

5. How will these values influence your career choices? (Great opportunity to draw connections).

6. Will your rank order change 5 or 10 years from now? How? Why do you think so?

**FOLLOW-UP ACTIVITY:**

1. Distribute the second work sheet of values and discuss, using the same discussion questions.

**LEARNING ACTIVITY F.33-1 (FIRST VERSION)**  
**“WHAT’S IMPORTANT TO YOU?”**  
**WORK SHEET**

**DIRECTIONS:** Below is a list of 16 values arranged in alphabetical order. Rank them in order of their importance to YOU as guiding principles in YOUR life.

- \_\_\_\_\_ A Comfortable Life (a prosperous life)
- \_\_\_\_\_ Equality (brotherhood, equal opportunity for all)
- \_\_\_\_\_ An Exciting Life (a stimulating, active life)
- \_\_\_\_\_ Family Security (taking care of loved ones)
- \_\_\_\_\_ Freedom (independence, free choice)
- \_\_\_\_\_ Happiness (contentedness)
- \_\_\_\_\_ Inner Harmony (freedom from inner conflict)
- \_\_\_\_\_ Pleasure (an enjoyable, leisurely life)
- \_\_\_\_\_ Salvation (deliverance from sin, eternal life)
- \_\_\_\_\_ Self-Respect (self-esteem)
- \_\_\_\_\_ A Sense of Accomplishment (making a lasting contribution)
- \_\_\_\_\_ Social Recognition (respect, admiration)
- \_\_\_\_\_ True Friendship (close companionship)
- \_\_\_\_\_ Wisdom (a mature understanding of life)
- \_\_\_\_\_ A World at Peace (freedom from war and conflict)
- \_\_\_\_\_ A World of Beauty (beauty of nature and the arts)

**LEARNING ACTIVITY F.33-1 (SECOND VERSION)**  
**“WHAT’S IMPORTANT TO YOU?”**  
**WORK SHEET**

**DIRECTIONS:** Below is a list of 18 values arranged in alphabetical order. Rank them in order of their importance to YOU as guiding principles in YOUR life.

- \_\_\_ Ambitious (hard-working, aspiring)
- \_\_\_ Broadminded (open-minded)
- \_\_\_ Capable (competent, effective)
- \_\_\_ Cheerful (lighthearted, joyful)
- \_\_\_ Clean (neat, tidy)
- \_\_\_ Courageous (standing up for your beliefs)
- \_\_\_ Forgiving (willing to pardon others)
- \_\_\_ Helpful (working for the welfare of others)
- \_\_\_ Honest (sincere, truthful)
- \_\_\_ Imaginative (daring, creative)
- \_\_\_ Independent (self-reliant, self-sufficient)
- \_\_\_ Intellectual (intelligent, reflective)
- \_\_\_ Logical (consistent, rational)
- \_\_\_ Loving (affectionate, tender)
- \_\_\_ Obedient (dutiful, respectful)
- \_\_\_ Polite (courteous, well-mannered)
- \_\_\_ Self-Controlled (restrained, self-disciplined)



**LEARNING ACTIVITY F.33-2**  
**“VALUE VOTING”**

**OBJECTIVE:** To be able to communicate the reasons you hold your values and to respect and accept other people’s values

**RESOURCES:** Three signs posted on the wall: “Strongly Agree,” “Unsure,” and “Strongly Disagree”

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Explain the objective of this activity. Tell your students you will be reading a series of statements. After each is read, they should move to the location on the wall that reflects their values, their thinking.
2. Explain that they should imagine there is a continuous line along the wall ranging from “Strongly Agree” to “Strongly Disagree.”
3. For each statement, they should move to the location on the wall that indicates where they stand on an issue. For example, if they disagree with a statement, but not strongly, they should stand somewhere between the “Unsure” and “Strongly Disagree.”
4. Encourage students to be honest with themselves and not to worry about where other people are standing.

**Note to Specialist: When one or two students express a particular value in opposition to the majority, it is important to support their behavior. Use a verbal comment or move in closer to show your support. Make it clear, however, that you are supporting their courageous behavior for believing in their value. You are not necessarily supporting their value choice.**

5. After each statement is read and everyone has had a chance to settle where they want to be, ask people to explain why they are taking that particular stand. (Watch out for put-downs).

6. Students can change their position along the wall if they hear something that causes them to change the way they feel about a statement.

Value Voting statements (or use your own):

1. Men can make good nurses.
2. You should never disagree with your boss.
3. Not everyone needs a high school education.
4. Women should make less money on their jobs than men.
5. If another employee is stealing from the company, you should report it.
6. It's okay to fire someone for wearing inappropriate clothes in the workplace.
7. It's more important to make a lot of money than to enjoy your job.
8. It's not really cheating when someone copies off your paper.

**DISCUSSION QUESTIONS:**

1. How did you feel when you were voting?

2. Were you comfortable about expressing your opinions?

3. Did you feel pressured by others to vote differently?

4. How did you feel when you were standing in a minority position?

5. How did you feel about others' values?

6. What happens if a person's values are different from those of family and friends?

**LEARNING ACTIVITY F.33-3**  
**“GOAL-SETTING TOWARD SUCCESS, PART ONE”**

**OBJECTIVE:** To feel comfortable with writing goals and sharing them with others

**RESOURCES:**

- Copy Work Sheet—Learning Activity F.33-1
- A place to list the accumulated characteristics (flip chart or writing board)
- The five steps in goal setting to post in the room

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Have students write down three goals (short-term or long-term) using the steps you posted in the room:
  - They must be specific and written down.
  - They must be YOUR own personal goals.
  - They must be stated positively.
  - They must be realistic and attainable.
  - They must start with “I.”
2. Monitor and assist students in articulating their goals.
3. Have students help each other in gaining direction with their goals.

**DISCUSSION QUESTIONS:**

1. How difficult or easy was this activity?

2. Why was it difficult or easy?

3. Have students share some of their goals. As they do so, write the category it relates to on the board. For example: school, family, job, relationship, spiritual, personal, health, financial, quality of life, social, recreational.

4. Draw the connection that goals can be different things for different people.

5. Have students compare their value rankings from Learning Activity F.33-1: “What’s Important to You” and see if their values are connected to their goals.

**LEARNING ACTIVITY F.33-4**  
**“GOAL SETTING TOWARD SUCCESS, PART TWO”**

**OBJECTIVE:** To develop an action plan on how to achieve your goals.

**RESOURCES:**

- Copy of Learning Activity F.33-3: “Goal-Setting Toward Success, Part One”
- Three additional steps in goal setting you posted in the room

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Have students pair up.
2. Using the goals students developed from Learning Activity F.33-3, use the three steps listed below to develop their goals further:
  - Develop a specific action plan.
  - Write down the benefits of achieving your goals.
  - Plan for overcoming obstacles.
3. By having a partner, students can help each other think through the steps, benefits, and obstacles.

**DISCUSSION QUESTIONS:**

1. How was it helpful having a partner?

2. Is it important to share your goals? Why or why not?

3. What do you do when other people do not believe in your goals?

4. If others have the same values as you do, will they be more likely to believe in your goals?

**LEARNING ACTIVITY F.33-5**  
**“ON THE ROAD TO...”**

**OBJECTIVE:** To see the big picture of making a decision

**RESOURCES:** Art supplies

**SUGGESTED TIME:** 1 hour

**Note to Specialist: Write on the board the information from the bullets below. These should be included on the student’s maps.**

**DIRECTIONS:**

1. Have the students think of a big decision they are trying to make.
2. They are to draw a map showing the road they will take to make this decision.
3. Encourage creativity!!
4. Students should include on their map:
  - The destination, the decision
  - Rest stops, to refuel and check the direction of the travels (the decision)
  - In between each of these rest stops are the mini-goals, the action steps
  - The obstacles that occur or excuses they may make like: wrong turns, an accident, a detour, or pot holes
  - The values that are driving them to make the correct decision even when the “obstacles” occur
5. Remind students that in the end, they will arrive at their destination if they want to get there badly enough.
6. Post the maps around the room.



**DISCUSSION QUESTIONS:**

1. Have students share their maps, give a mini presentation and encourage questions from class members.

**Note to Specialist: Question number two is beneficial to discuss, so students can learn more about their talents.**

2. Why did some of you really enjoy this exercise? (because they are visual learners, artistic, enjoy working with their hands, are spatial oriented, creative....)

3. How did this activity help you see the bigger picture of making a decision?

4. Is it becoming more clear how our values and goals drive our decisions?

**READING ACTIVITY F.33**  
**“MY FRIENDS ARE MECHANICS, BUT MY GOALS ARE...?”**

**OBJECTIVE:** To read with comprehension and determine inferences and generalizations

**RESOURCES:**

- Reading Activity F.33
- Post-It-Notes
- Transparency of Match Game Board

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of “My Friends Are All Mechanics, But My Goals Are...?” and “Goals Recall” and a transparency of the Match Game Board.
2. Have the students read “My Friends Are All Mechanics, But My Goals Are...?”
3. Ask students how their goals have changed. What did they want to be when they were a small child. What has caused the changes in their goals?
4. Have the students complete “Goals” Recall Questions and check for accuracy by reviewing the answers.
5. Play “Eric’s Dilemma Match Game.”

## **“MY FRIENDS ARE MECHANICS, BUT MY GOALS ARE...?”**

“Eric, the only other job opening I know of is in a bank,” said Mr. Cooper, the career program teacher. “All of the other jobs you have applied for were in auto mechanics. Are you sure you even want to consider this job?”

“Oh, yeah, anything,” Eric responded. He knew the cutoff for finding a job was the next day. After that, the counselors would remove him from the career program. Eric also knew that the real reason he signed up for the career program in the first place was to get out of school early with his friends. Besides that, the only reason he had applied for jobs in auto mechanics was because his friends Steve, Lee, and Marcus all worked in garages, and they said it was cool. So far, he had been turned down by eight garages, and he was feeling pretty discouraged. Maybe a bank would be alright. Mr. Cooper reluctantly allowed Eric to set an appointment with the bank for an interview that afternoon.

“The bank?!” laughed Steve, as the guys talked about Eric’s dilemma after class. Don’t you have to wear a tie at the bank? Man, what a sissy job!”

“Yeah,” teased Lee, “hope you don’t break a fingernail.”

“At least you don’t have to worry about getting any grease under them,” said Marcus, continuing the joke.

By now, Eric felt like he needed to defend himself. “Well,” he said, stretching the truth a little, “Mr. Cooper said it was my only choice.” The other guys seemed to buy into the explanation.

“Man,” complained Lee, “these teachers around here need to lighten up!”

Later that day at the bank, Eric was surprised at how much at ease he felt at the bank and how smoothly the interview had gone. Eric was beginning to feel a little better about himself. After a lot of rejection from the garages, the job offer from Mr. Jesse at the bank sounded pretty good. Of course, Eric immediately accepted. “Finally, a job,” Eric thought. “I’m in!”

“The job of mail clerk is pretty important,” explained Mr. Jesse, as he began to show Eric around. “You have to work with every department in the bank. Let me introduce you to everyone.” Eric was impressed with how

professional and polite everyone was toward him. Some of the other employees even called him “Mr. Simms.” This felt pretty good.

“I’m glad I wore a tie,” Eric thought as he looked around the bank at the other employees. “This place is pretty plush. I think I’m gonna like it here.”

The next day brought a little more kidding. “How’s the white collar world?” asked Steve goodheartedly. Eric just smiled.

“Hey, my boss said he might be able to get you some hours in a couple of months,” said Lee. “Might be your chance to get on at the garage.”

“Thanks,” said Eric, “but you know I can’t quit my job in the career program.” Then he added, “Besides, the bank is pretty cool.”

“The bank is cool?” questioned Marcus, not ready to believe his ears.

“Yeah, you know, what I have found out is that I really like doing the things I do at the bank and working with the people there. And there’s a future there. I could get to be a loan manager or even a vice-president... who knows? Anyway, I feel like I’m beginning to get some real goals in my life.” Eric continued, “So, if one day you guys plan on buying one of those fancy cars you work on, you might have to talk to me about a loan.”

“Get me an application now,” said Steve supportively, “I need all the help I can get!”

## RECALL QUESTIONS

**DIRECTIONS:** When your instructor says, “go,” answer the following questions as quickly as possible to determine comprehension and recall of what you have read.

1. What is the name of the career program’s teacher?

2. The only job opening the career program teacher knew about was at a \_\_\_\_\_.

3. When was the cutoff for finding a job?

4. How many garages had turned Eric down?

5. What are the names of Eric’s friends?

6. What is the name of the person that finally offered Eric a job?

7. What is Eric’s last name?

[Empty response box]

8. What did Eric wear when he was at his interview?

[Empty response box]

9. What was the reason Eric gave one of his friends for not considering a job with a garage?

[Empty response box]

10. What are some of the positions that Eric might be considering as possible employment goals for his life?

[Empty response box]

## ERIC'S DILEMMA MATCH GAME

### DIRECTIONS:

1. Make a transparency of the "Match Game Board." Be certain that the questions and answers on the transparency are covered, but leave the letters at the top of the block exposed. Small pieces of Post-It notes work well as covers.
2. Divide your class into two teams.
3. Players on each team should rotate so that all members of the class will have an opportunity to participate.
4. A student from the first team will select a letter from the "Select" group of letters. You are to read the question that corresponds to that letter from the question sheet provided with the lesson.
5. After the student gives his/her answer, remove the Post-It note to reveal the answer on the transparency. If the student gave the correct answer, they earned the right to guess at finding the same answer (for a match) by selecting a letter from the "Match" side of the game board transparency. If a match is made award 1000 point to that team and leave the Post-It note covers off of those two blocks. Keep track of the score on the writing board or flip chart. If a match is not made, cover the answer portion of each of the two blocks and continue play with the second team. They may select any question **except** the one just played.
6. If the student did not give a correct answer to the question, cover the answer with the Post-It note and go to the other team. They may select any question **except** the one just played.
7. An option of playing the match game - If a student is stumped, have that student call on any one team member of his/her team for help. However, if a match is made, the team receives only half of the points.

**MATCH GAME BOARD**

**SELECT**

**MATCH**

<b>A</b>	<b>B</b>	<b>I</b>	<b>J</b>
GARAGE	FRIENDS	FRIENDS	MAILCLERK
<b>C</b>	<b>D</b>	<b>K</b>	<b>L</b>
TIE	RESPECT	DEADLINE	GARAGE
<b>E</b>	<b>F</b>	<b>M</b>	<b>N</b>
MAILCLERK	APPLICATION	RESPECT	APPLICATION
<b>G</b>	<b>H</b>	<b>O</b>	<b>P</b>
GET OUT OF SCHOOL EARLY	DEADLINE	GET OUT OF SCHOOL EARLY	TIE



## MATCH GAME QUESTIONS

The following are questions that should be answered by *inferences and generalities* drawn from the story “My Friends Are Mechanics, But My Goals Are...?”

- A. Many young men enjoy working in a \_\_\_\_\_.  
*Garage (L)*
- B. When selecting career goals, many of today’s students are influenced by their \_\_\_\_\_.  
*friends (I)*
- C. Most young men working at a bank wear a \_\_\_\_\_.  
*tie (P)*
- D. The other workers at the bank showed Eric a lot of \_\_\_\_\_.  
*respect (M)*
- E. One of the jobs considered to be an “entry level” job at a bank is that of \_\_\_\_\_.  
*mail clerk (J)*
- F. You need a(n) \_\_\_\_\_ to apply for a loan at a bank.  
*application (N)*
- G. The reason most students enroll in an early release school program is to \_\_\_\_\_.  
*get out of school early (O)*
- H. When enrolling in an early release school program, there is a(n) \_\_\_\_\_ for getting a job.  
*deadline (K)*

**MATH ACTIVITY F.33**  
**“GOALS BY THE NUMBERS”**

**OBJECTIVE:** Determine and express statistical data from charts and graphs

**RESOURCES:**

- Work Sheets—Math Activity F.33
- Transparencies of graphs

**SUGGESTED TIME:** 1 hour

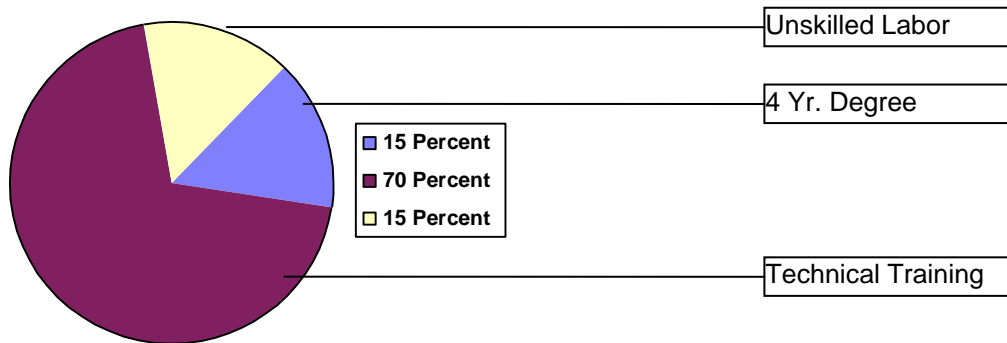
**DIRECTIONS:**

1. Distribute copies of the work sheet “Goals by the Numbers” to each student.
2. Make transparencies of the graphs used in the activities.
3. Have the students complete Part One of the activity and check the answers. Using the transparencies of the graphs, have several students explain how they arrived at their answers. They may need to point to parts of the graph on the overhead projector.
4. Have the students complete Part Two of the activity. Break the class up into small groups and have each student present his/her income plan to the group. Have each group select an income plan that they will present to the class.

**MATH ACTIVITY**  
**“GOALS BY THE NUMBERS”**  
**WORK SHEET**

**PART I**

**Educational Requirements for Jobs**

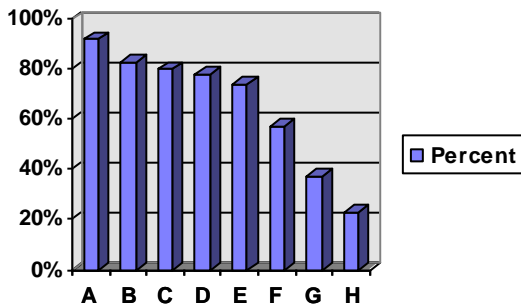


1. A recent survey indicated the educational requirements for all of the jobs in the United States. “Unskilled” means the job requires no training beyond regular high school. Based on that survey:
  - a. What percentage of the jobs in our country requires a 4 year degree?

- b. What percentage of the jobs in our country requires technical training beyond high school?

c. What percentage of the jobs in our country is available to “unskilled” workers?

d. In which category does your career goal fall?



A recent survey indicated what percentage of the public values certain topics as important life skills. The graph to the left gives the results of that survey.

- A. Basic reading, writing and math
- B. Good work habits
- C. Computer media skills
- D. Valuing hard work
- E. Valuing honesty and tolerance
- F. Practical job skills for office or industry
- G. Advanced mathematics
- H. Sports and athletics

2. Based on the information given above:

- a. Approximately what percentage of the public values honesty as being important?

- b. What does the public value as being the most important?...the least important?

- c. What topic is valued as important by approximately 80% of the public?

- d. What is the approximate difference between the value of hard work and the value of advanced mathematics?

- e. Which one of the topics listed above do you believe is the most important to your career area? Approximately what percentage of the American public agrees with you?

- f. Using the back of this paper, draw your own graph that indicates how important each of the topic areas listed above is to you. Use a scale of 100. For example, if hard work is the most important area to you for success, then you might indicate a rating of “97” on a scale of 100; if computer skills are the least, you might give them a “22,” and so on. Also, include two *additional* topic areas not included above that you feel should be included on a survey such as this.



## "GRAPHING YOUR FUTURE INCOME"

### PART II

**DIRECTIONS:** Using the graph below, indicate where your income is now, where it will be in five years, ten years, and so on by placing a dot on the graph at the correct coordinates. Connect the dots with a line. Be prepared to present your income expectations to the class.

NAME: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_



**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**    Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1.    What are values?

2.    What are some of your values?

3.    Do our values changes as we get older?

4.    Give an example of how one of your values has influenced a decision you have made.



5. What are some of the guidelines for setting goals?

6. Give an example of how one of your goals has influenced a decision you have made.

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What are values?
  - Standards that guide action
  - Standards that shape our attitudes
  - Standards that guide our judgment
  - Things that a person believes to be right
  - Things that a person believes to be good
  - Things that a person believes to be important
2. What are some of your values?
  - Answers will vary
3. Do our values change as we get older?
  - Some peoples' values may change
  - Many peoples' values shift as they gather new knowledge and new life experiences
4. Give an example of how one of your values has influenced a decision you have made.
  - Answers will vary
5. What are some of the guidelines for setting goals?
  - Make goals specific and write them down
  - Make goals personal
  - State goals positively
  - Goals should be realistic and attainable
  - Goals should start with "I"
  - Develop an action plan
  - Write down the benefits of achieving goals
  - Plan for overcoming obstacles

6. Give an example of how one of your goals has influenced a decision you have made.

- Answers will vary

**ANSWER KEY**  
**READING ACTIVITY**

1. Mr. Cooper
2. bank
3. the next day
4. 8
5. Steve, Lee and Marcus
6. Mr. Jesse
7. Simms
8. tie
9. Cannot quit his job in the career program
10. loan manager or vice president

**ANSWER KEY  
MATH ACTIVITY**

**PART I**

1.
  - a. 15%
  - b. 70%
  - c. 15%
  - d. answers will vary
  
2.
  - a. 76%
  - b. Basic reading, writing and math; Sports and athletics
  - c. Computer media skills
  - d. 40 percentiles
  - e. Answers will vary
  - f. Answers will vary

**PART II**

Answers will vary