

YOU WANT ME TO WORK WITH WHOM?!



**COMPETENCY
CATEGORY:**

Life Survival Skills

**COMPETENCY
NUMBER:**

G.52

TITLE:

Demonstrate an ability to adapt to people and situations.

OBJECTIVE:

Upon completion of this module, students will be able to adapt to different people and situations.



Copyright © 1999
by

JOBS FOR AMERICA'S GRADUATES, INC.

All rights reserved under International and Pan-American Copyrights Conventions. No portion of this publication may be reproduced in any form without permission in writing from JOBS FOR AMERICA'S GRADUATES, INC. except by a local or state affiliate of the JAG National Network.



Published by JOBS FOR AMERICA'S GRADUATES, INC.
1729 King St., Suite 100
Alexandria, VA 22314
703.684.9479
703.684.9489 - Fax

Printed in the United States of America

Copies of this publication are available by contacting JOBS FOR AMERICA'S GRADUATES
or the JAG Field Services Office, 6021 Morriss Rd., Suite 111, Flower Mound, TX 75028.
972.691.4486 • 972.874.0063 Fax • www.jag.org

INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity G.52-1 • Work Sheet—“Differences and Similarities”			15 17
Learning Activity G.52-2 • Work Sheet—“What Is Most and Least Like Me”			18 20
Learning Activity G.52-3 • Current newspapers • Current magazines • Flip chart paper and markers			21
Learning Activity G.52-4 • Work Sheet—“Coping with Change”			22 23
Learning Activity G.52-5 • Work Sheet—“How Time Changes Things in Life” (three copies for each student)			25 27
Reading Activity G.52 • “Getting to Know You”			29 30
Math Activity G.52 • Work Sheet—“10 Thousand, 100 Thousand, Millions, and Billions”			35 36
Pre-Assessment/Post Assessment			38
Answer Key—Pre-Assessment/Post Assessment			43
Answer Key—Reading Activity			49
Answer Key—Math Activity			52

INTRODUCTION

- State module topic and review module objective.
- Ask the following questions:
 1. Have you ever been in a position where you are with people who want to do things differently than you do?
 2. Have you ever felt awkward working in a group situation with people who are different from you?
 3. Have you ever had to change the way you usually do something and felt unsure of the new way?
- We will address these questions and many others as we complete this module entitled, “You Want Me to Work with WHOM?!”

Administer Pre-Assessment

OUTLINE

- A. The changing workplace of the future
 1. The workplace is changing in almost every way.
 2. These dramatic changes are producing some interesting challenges for everyone.
 3. People must face the misunderstanding, communication breakdown, conflict and even failure that can result when people from widely diverse backgrounds must work together.
 4. But these changes also offer new opportunities for new levels of growth, innovation and productivity.
 5. The ability to relate well to all types of people will be an essential skill in the diverse workforce and “global community” of the future.

6. In the future everyone who wants to proceed will have to build skills that will provide the basis for building productive relationships with all types of people.

B. Differences among people

1. You probably relate best to people you feel comfortable with.
2. You probably feel most comfortable with people who are most like you.
3. Every day you come into contact with a variety of people at school, at work and in your community.
4. As long as you live you will find yourself in the company of people who are different from you in many ways.
5. Researchers have discovered that 75 percent of the population is significantly different from you because they:
 - a. Think differently than you do.
 - b. Use time differently than you do.
 - c. Work at a different pace than you do.
 - d. Communicate differently than you do.
 - e. Handle emotions differently than you do.
 - f. Manage situations differently than you do.
 - g. Manage stress differently than you do.

COMPLETE LEARNING ACTIVITY G.52-1
“DIFFERENCES AND SIMILARITIES”

C. Diversity

1. Diversity refers to the ways people differ from each other.
2. Culturally, people differ in:
 - a. Gender.
 - b. Age.
 - c. Ethnic background.

- d. Race.
 - e. Educational background.
 - f. Religion.
 - g. Physical ability.
3. Functionally, people differ in ways they:
- a. Think.
 - b. Learn.
 - c. Process information.
 - d. Show respect.
 - e. Respond to authority.
 - f. Reach agreements.
4. Most industries respond to the reality of a diverse society and workforce by seeking to hire, develop, promote and retain the best talent, regardless of gender, race, age, ethnic background, or disability.
5. As diversity increases in the workplace, employees will have to become more effective in working with peers, clients, patients, customers, suppliers, and others who are different from themselves.
6. An individual's performance and career advancement often depend on working relationships with other people. An individual can be a more effective team member, worker, and community member if he/she understands differences.
7. Succeeding in a workplace and in a community setting made up of so many different people will require everyone to value diversity.
8. At the very best, valuing diversity should make people more comfortable and productive when they work with different peers, bosses, and people in everyday life situations.
9. Working with people who are different from you can be difficult.

10. Simply working or studying side-by-side with someone who is different does not automatically improve understanding or acceptance.
11. As a rule, a person's stereotypes stay with them until they are disproved.
12. Different values, perceptions, and approaches can cause misunderstandings, stress and conflict.
13. Self examination, collaborative experiences and thoughtful effort are usually required.

D. What are cultural differences?

1. Encountering new and different people can be interesting, stimulating, and exciting.
2. But it can also be stressful, confusing and frustrating when you don't understand where they are coming from, what they are trying to communicate, and why they do what they do.
3. To better understand other people we need a basic awareness of culture and how it shapes people and guides their interactions with others.
4. Culture is the total way of life of a group of people.
5. Culture is a set of rules-both written and unwritten-by which people live. It's the "way things are done around here." Rules include laws, policies, customs, habits, behavioral guidelines, and etiquette.
6. Every group develops its own culture over time. For example, there are national, regional, ethnic, religious, gender, organizational, and family cultures.
7. We're often not aware of the influence of our own culture until we leave it and become immersed in another culture.

8. Culture is learned. The older members of the culture (parents, teachers, religious leaders, role models, writers, etc.) pass on their beliefs and behaviors to the younger members.
9. Culture structures our perception of the world and defines what is considered “common sense” and what is acceptable behaviors.
10. Culture is complex.
11. Culture affects every aspect of a person’s life. Here is a list of 50 ways culture influences people:
 - a. Etiquette and behavior
 1. How we greet each other
 2. What’s considered common courtesy
 3. What’s considered impolite
 4. How we show respect and disrespect
 5. What is embarrassing
 6. What makes us feel good
 7. What we eat and how we eat
 8. What we wear
 9. What we buy and how we behave in stores
 10. How often we touch each other and how we touch each other
 11. How closely we stand next to each other
 12. The holidays we celebrate and the way we celebrate

13. How we use money, credit, and bartering
 14. How we seek and use health services
 15. What we find humorous
 16. Seating placement in a room
- b. Beliefs and values
1. What is beautiful or ugly
 2. What are worthwhile goals in life
 3. The nature of God and other religious beliefs
 4. Whether a person is in control of his or her own life or whether fate determines one's life
 5. Common sense
 6. Our perceived needs
 7. Whether privacy is desirable or undesirable
 8. Appropriate personal hygiene
- c. Communication
1. The language we speak
 2. What should be said; what should be left unsaid
 3. What is appropriate "small talk"
 4. Whom we speak to; to whom we should not speak
 5. Whether communication should be direct or indirect

6. Whether conversation should be formal or informal
 7. The meaning of hand gestures, facial expressions, and other nonverbal communication
 8. How often we smile, whom we smile at, and the meaning of a smile
- d. Human relations
1. The role of the individual
 2. The roles of men and how men should behave
 3. The roles of women and how women should behave
 4. The importance of harmony in a group
 5. The importance of competition between individuals
 6. Social class system
 7. Hierarchy in business relationships
 8. Interactions between strangers
 9. How to interact with a person in authority (boss, police officer, teacher, etc)
 10. How to interact with a person who is serving us
 11. Relationships and obligations between friends
 12. Relationships and obligations between parents and children and other family members
 13. Crowd or audience behavior

e. Time

1. How time is scheduled and used
2. Whether schedules are important or unimportant
3. The importance of maintaining tradition
4. The importance of preparing for the future
5. Whether old age is valuable or undesirable

(Source: *Multicultural Customer Service.*)

COMPLETE LEARNING ACTIVITY G.52-2
“WHAT IS MOST AND LEAST LIKE ME”

12. As Ralph Waldo Emerson observed, fear springs from ignorance. Understanding more about how people are similar and different will help us overcome our fear of diversity and learn to see our differences as strengths instead of weaknesses.
13. Quote: “We have an American problem. It can only be solved by all Americans working together...I want you to find strength in your diversity. Let the fact that you are black or yellow or white be a source of pride and inspiration to you. Draw strength from it. Let it be someone else’s problem, but never yours. Never hide behind it or use it as an excuse for not doing your best. We all have to live here together...Divided, fighting among ourselves, walking our separate lines of diversity; we are as weak as newborn babies.”

Gen. Colin Powell
Former Chair, U.S. Joint Chiefs of Staff

E. Effects of culture on communication patterns with others

1. Culture has a powerful influence on your communication, both verbal and nonverbal.

2. Expectations that others will conform to your rules of verbal and nonverbal communication can lead to breakdowns in communication.
3. Knowing about cultural differences does not give you the “right” answer about what different behaviors mean. Cultural knowledge does give you *additional* information to consider in analyzing behavior.
4. Take your cue from the other person. They will communicate, verbally and nonverbally, in ways that are comfortable for them.
5. Adapt your communication and behavior, where appropriate, to make others more comfortable.
6. Don’t abandon your own culture. Generally, the most comfortable multicultural solution is to find a midpoint that reflects your own culture and demonstrates respect for the culture of the other person.

F. Tips for effective communication with people from diverse backgrounds

1. The more you give people what they need, the more they will give you what you need.
2. Everyone has a natural right to courtesy and respect.
3. Adapt your communication style.
4. Avoid gestures and body language that may be offensive.
 - a. Standing too close to someone
 - b. Close eye contact if it is uncomfortable for the other person
5. Listen, listen, listen.
6. Listen for the unspoken, too.

7. Never assume anything.
8. Never expect the same reaction to a statement or situation that you would have.
9. Don't be surprised at anything that comes up.
10. Make appropriate eye contact.
11. Don't belittle or put down people's ideas or comments.
12. Don't tell others how they feel or what they think (now or in the future).
13. Don't compare people to other people, even yourself.
14. Be empathetic and positive.

G. Coping with change

1. To understand others more effectively people must make changes in their beliefs and actions.

COMPLETE LEARNING ACTIVITY G.52-3
“WHAT’S HAPPENING?”

2. To change something is to make it different.
3. Steps for coping with change:
 - a. Accept the fact that change will occur.
 - b. Determine how the change would help you and others.
 - c. View change as a challenge.

COMPLETE LEARNING ACTIVITY G.52-4
“COPING WITH CHANGE”

COMPLETE LEARNING ACTIVITY G.52-5
“HOW TIME CHANGES THINGS IN LIFE”

4. If change upsets you, give yourself time to adjust.
 - a. Take care of yourself.
5. Call a friend that you can trust and talk about the change and the problem you are having with it.
6. Seek help from someone trained in helping others.
 - a. Minister or priest
 - b. Counselor
 - c. Others?

COMPLETE LEARNING ACTIVITY G.52
“GETTING TO KNOW YOU”

COMPLETE MATH ACTIVITY G.52
“10 THOUSAND, 100 THOUSAND, MILLIONS AND BILLIONS”

Administer Post-Assessment

LEARNING ACTIVITY G.52-1
“DIFFERENCES AND SIMILARITIES”

OBJECTIVE: To show students that people around them share some differences and some similarities with them

RESOURCES: Work Sheet—Learning Activity G.52-1

SUGGESTED TIME: 1 1/2 hour

DIRECTIONS:

1. Pass out a copy of the work sheet for Learning Activity G.52-1.
2. Have students spend a few minutes recording their own responses to the diversity areas in the first column labeled “My Response.”
3. Next, have each student find a partner. Students place the partner’s name in the space at the top of the next column.
4. Students interview each other and place the responses to each diversity area in the space provided.
5. Call “time” after ten minutes.
6. Students find another partner and repeat the process. Call “time” after ten minutes.
7. Continue this process until all six columns have been filled out.
8. Provide enough time for students to analyze their results so they can share during the discussion questions.

DISCUSSION QUESTIONS:

1. Who had similarities with your response to the diversity areas?

2. Who had differences with your response to the diversity areas?

3. How does this affect your ability to work with others in the class?

LEARNING ACTIVITY G.52-1
“DIFFERENCES AND SIMILARITIES”
WORK SHEET

Name _____

Diversity Area	My Response	Name:	Name:	Name:	Name:
Religion					
Family Size					
Leisure Time Activities/Hobbies					
Reading Preferences					
Food Preferences					
Job Interests					
Gender					
Language Spoken in Home					
Height					
Groups You Belong To					
Birth Order					
Outgoing/Shy					

LEARNING ACTIVITY G.52-2
“WHAT IS MOST AND LEAST LIKE ME”

OBJECTIVE: To show students that people are very different in the characteristics they exhibit

RESOURCES: Work Sheet—Learning Activity G.52-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Explain to students that many behaviors are culturally learned. What is considered acceptable behavior varies from culture to culture. Desirable behavior in one culture may irritate or even insult someone from another culture.
2. Explain to students that knowing what behaviors you feel comfortable with and what behaviors irritate you is important to be aware of before you can begin to work with others who are different.
3. Pass out the work sheet for this activity.
4. Have students put their name on the work sheet.
5. Tell students to look at the list of characteristics. Students are to check whether they feel each characteristic is like them or not like them.
6. When students have completed this work sheet, have them spend a few minutes looking at each column before introducing the discussion questions.

DISCUSSION QUESTIONS:

1. Which of these characteristics did you select as being like you?

2. Which of these characteristics did you select as being not like you?

3. Compare your list with others in the class.

4. How would you have to modify your behaviors?

LEARNING ACTIVITY G.52-2
“WHAT IS MOST AND LEAST LIKE ME”
WORK SHEET

Name _____

Characteristics	Like Me	Not Like Me
Speak very little		
Talk a lot		
Speak very softly		
Speak in a very loud voice		
Speak very vaguely		
Are very direct and straightforward		
Beat around the bush		
Talk very slowly		
Exaggerate		
Stand very close to others		
Stand far away from others		
Look away rather than make eye contact		
Make very direct or intense eye contact		
Have poor grammar		
Speak with a heavy accent		
Don't speak English		
Only speak when spoken to		
Interrupt		
Criticize and critique		
Agree with everything		
Get very excited and animated when speaking		
Remain calm and even-toned when speaking		
Use a lot of large gestures		
Use no gestures		
Show no emotion in their facial expressions		
Use formal words and behavior		
Use slang or informal speech and behavior		
Address people by their first name		

LEARNING ACTIVITY G.52-3
“WHAT’S HAPPENING?”

OBJECTIVE: To show changes happening in the world

RESOURCES:

- Current newspapers
- Current magazines
- Flip chart paper and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Divide students into small groups of 2-3.
2. Have a variety of current newspapers and magazines available.
3. Tell students to review the selection of current newspapers and magazines and find an article that shows change.
4. Have the group prepare a brief report for the class about the change using flip chart paper and markers.
5. Groups share the changes in class following the points on the flip chart.

DISCUSSION QUESTIONS:

1. Is this change good or bad? Why?

2. Who will this change affect? Why?

LEARNING ACTIVITY G.52-4
“COPING WITH CHANGE”

OBJECTIVE: To show that an individual’s attitude toward change can affect his/her ability to cope with change

RESOURCES: Work Sheet—Learning Activity G.52-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Give each student a copy of the work sheet for Learning Activity G.52-4.
2. Tell students that peoples’ attitudes toward change affect their ability to deal with change the way they should.
3. Provide enough time for students to respond to the statements on the work sheet.
4. Have students share their ratings in class.

DISCUSSION QUESTIONS:

1. Did the results of this activity surprise you?

2. How do you think your responses to these statements effects your ability to cope with changes that occur in your life?

LEARNING ACTIVITY G.52-4
“COPING WITH CHANGE”
WORK SHEET

Name _____

DIRECTIONS: People’s attitudes toward change affect their ability to deal with change the way they should. Use the following scale to express your opinion on the following statements. Remember to be honest with yourself!

5--strongly agree
4--agree

3--partly agree
2--partly disagree

1--disagree
0--strongly disagree

- ___ 1. If I hear about something new, I feel restless until I try it.
- ___ 2. When using anything new, I would rather let someone else that I know try it first.
- ___ 3. As soon as I hear about something new, I can’t wait to try it.
- ___ 4. Changes just create too many problems and pressures.
- ___ 5. I always try to keep myself up to date and find new ways to do things more easily.
- ___ 6. Experience has made things the way they are now; if they work O.K. now, I see no reason to try to change them.
- ___ 7. I’m always looking for new ways to do things better.
- ___ 8. The reason that we have to change so much is that we just aren’t satisfied with what we have.
- ___ 9. In these days of rapid progress, we cannot afford not to learn new ways of doing things.
- ___ 10. Before I do something new, I must know how it will help me.
- ___ 11. I like to watch television programs that show new inventions.

____12. I really don't mind things changing as long as it does not affect me in any way.

Add up your answers for the ODD numbered statements on the worksheet. _____

Add up your answers for the EVEN numbered statements on the worksheet. _____

Odd numbers FAVOR change. Even numbers OPPOSE change.

HOW DID YOU RATE?

(Source: *Career Investigation: Self-Appraisal Instructional Guide.*)

LEARNING ACTIVITY G.52-5
“HOW TIME CHANGES THINGS IN LIFE”

OBJECTIVE: To identify how things in our daily lives change over time

RESOURCES: Work Sheet—Learning Activity G.52-5 (three copies for each student)

SUGGESTED TIME: 2 hours (one hour for actual interviews and one hour for sharing in class)

DIRECTIONS:

1. Provide each student with three copies of the work sheet for Learning Activity G.52-5.
2. Assign students to interview three people using the interview sheet.
3. Assign a specific date for the completed interviews to be shared and discussed in class.
4. Emphasize that people from different age groups should be interviewed for this activity.
5. Discuss with students the changes they have noticed in their lifetime in the five areas on the interview sheet.
6. The responses provided by students in class can be recorded on a blank transparency or flip chart and can be compared to the responses of the people interviewed.

DISCUSSION QUESTIONS:

1. What surprised you most about the interviews you conducted?

2. What changes were similar among the people you interviewed?

3. What changes were different among the people you interviewed?

LEARNING ACTIVITY G.52-5
“HOW TIME CHANGES THINGS IN LIFE”
WORK SHEET

DIRECTIONS:

1. You are to interview 3 people.
2. Ask each person that you interview to tell you the changes that they have noticed during their lifetime in each of the five areas listed on the interview sheet.
3. Fill out a separate interview sheet for each person interviewed.
4. Select people from different age groups to interview.
5. Be prepared to discuss the results of your interviews in class.

INTERVIEW ON CHANGE

Person interviewed _____

Job title _____

Number of years in workforce _____

Date interviewed _____

What changes have you noticed during your lifetime in the following areas:

1. Politics/Government

2. Technology

3. Occupations

4. Lifestyles

5. Fashion (hairstyles, clothing)

READING ACTIVITY G.52
“GETTING TO KNOW YOU”

OBJECTIVE: To read for comprehension and recall and to improve vocabulary

RESOURCES: Reading Activity G.52

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute Reading Activity G.52.
2. Have students read the story and answer the recall questions related to the story.
3. Have students complete the sentences in Part II.
4. Have students complete Part III - “Circle-the-Words Puzzle.”
5. Review the definitions of selected words related to this reading activity.

“GETTING TO KNOW YOU”

Last month they hired a new girl to work on my team. We work in Customer Service. That means we take phone calls all day long. People call from all over the country to order carpet from Smith’s. That’s the company I work for.

Anyway, the new girl is new in more ways than one. She is new to the United States, too. Her name is Anna, and she’s from Puerto Rico. That made two girls from Puerto Rico in our group now. Tina is the other one. None of the other teams had any.

It kind of made me mad. I didn’t see why our group had to have both of them. If they couldn’t speak English very well, customers wouldn’t call them. That would mean I’d get more and more calls, and they would get credit for doing nothing. Besides, they spoke Spanish to each other all the time. It sounded funny, and I didn’t like not knowing what they were saying.

I had pretty well decided to just stay away from them. But Anna kept asking me questions. “Tom,” she would say, “I’m not sure how to get this information from the computer.” Then I’d have to take the time to show her. Sometimes she wasn’t sure how to say the name of the city she had to call, and I had to take time to tell her how to do this.

Things went on like this for almost a week. I was getting pretty disgusted. It seemed to me that it was taking Anna an awful long time to learn the job. I was getting ready to say something to the boss.

Then one day I got sick. I felt OK when I came to work, but by lunchtime I knew I was coming down with something. It was a terrible day to get sick, too. I was expecting some very important phone calls. If no one was there to take the calls, Smith’s might lose out of some big deals, thousands of dollars worth. But the boss said I should go home. And I was feeling too lousy to argue, so I went.

When I got back to work two days later, the first thing I did was call those two important deals. I wanted to see if there was still a chance to get their business. “Oh, hello, Tom,” Mr. Clark from New York said. “Yes, we already closed that deal. A young lady from your department took care of it for us.

Anna was her name. She explained that you were sick. You're lucky to have a good worker like her in your group."

When I got off the phone with Mr. Clark, I called the other place. Same story there. Anna had taken care of it for me. I was really surprised. I just never thought Anna could really handle the job. What a jerk I'd been!

When I looked over at her, she was smiling. "Anna, thanks for taking those orders for me," I said.

She smiled even brighter. "You're welcome, Tom. I knew how important they were to you. And you've been so helpful to me since I came. I wanted to return the favor."

Helpful. Boy did I feel like a heel when she said that. "How about if we have lunch out today to celebrate all that money you made for the company?" I said.

Now things are a lot different at work. Anna knows all about the job. And she and Tina and I are always helping each other out. It sure makes life easier. It's a whole lot more fun too!

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Tom didn't like Anna because she was
 - a. _____unfriendly.
 - b. _____from Puerto Rico.
 - c. _____lazy.

2. Anna would ask Tom to
 - a. _____do her work.
 - b. _____answer the phone for her.
 - c. _____help her use the computer.

3. Before he got sick, Tom thought
 - a. _____Anna was a good worker.
 - b. _____he should complain to his boss.
 - c. _____Anna was learning fast.

4. While Tom was sick
 - a. _____Anna took care of his orders.
 - b. _____Anna made a mess of his desk.
 - c. _____the boss hired someone new.

PART II

DIRECTIONS: Use the following words to fill in the blanks in the sentence below. Not all the words will be used.

United States	Anna	Tina	information
Tom	Mr. Clark	Team	calls
favor	worker	Puerto Rico	New York

1. Last month they hired a new girl to work on my _____.
2. The new girl was new to the _____.
3. Anna was from _____.
4. _____ was also from Puerto Rico.
5. Anna was not sure about how to get _____ from the computer.
6. _____ felt ok when he came to work, but by lunchtime he knew he was coming down with something.
7. If no one was there to take the _____, Smith's might lose out on some big deals.
8. Mr. Clark was from _____.
9. Tom was lucky to have a good _____.
10. Anna just wanted to return the _____.

CIRCLE THE WORDS PUZZLE

PART III

DIRECTIONS: There is a list of words at the bottom of the page. See how many you can find and circle them in the big group of letters below. All of the starred (*) words are spelled backwards in the puzzle.

I G F H I C R E A T I V E H E I C D E X C E L L E N T B A C Q
M D E S E R V E E M O S D N A H F J C L O B J N M P O I Z L E
J E J A E A T T R A C T I V E G G D G M I K P M I C Q N A E D
L P B K I N T E L L I G E N T E O F H A K L A N M G B T R V L
G E D C N U P R V A P B A Q A T O W I N N E R F P H D E W E R
O N S A D O R E C T S J N B U X D O Q N O U I W R C I R S R F
H D S L U M Q O P G O O V W S Y N R S E J L G H O J L E Y T O
K A E L S N W O R T H Y X R U Z E T Q R P A R E V K O S B V R
M B N K T T O E O C Z Y W V H T S H R S X V Z C E A M T F U T
N L I S R B B L U F E C A R G G S R U L K Y M E A N E I Y G U
G E P J I V R S D L D F W E D P S T E N B E A U T Y O N H Y N
F F P N O U A E D E S P E C I A L V T M K N O W L E D G E O A
B E A R U A V B F F K V K I D Z T X I W P O Q L A N Q M Z A T
I H H A S C E H I M I J U A N V K P L E A S I N G P O I X C E
F C Q W O Y A D N G L X L M E Y S V O X Y K K M K S R U L C L
A P D S X Z L E E V L N R A L U P O P A L J H O N E S T V U H
V Z L A Y O L J S W F C Y O P Q B W R Z A B L E S C P W Q R A
O U T T M L K X T S U C C E S S F U L K I K F O T U S K R A I
R V M I G H T Y W X L O H J Q P G N C M T E V S X D A T E T J
I B S S Y R N Y V P U U T R D P A Z O D E G Y W U O O B S E Q
T E Q F P O S N E A T R I V A L U A B L E Z T E R R I F I C W
E L R Y Q H T U L T N T S E K F S I E J W C S B O P A I W G C
G O F A M O U S M I A E S I N C E R E F S F U C A C C L A I M
H N J M N N J B O E P O Z T Y X F R G H D G R E A D A E C F D
I G B O P O C H D N S U R P V B U N D E R S T A N D I N G D R
D K C P E R F E C T Q S U W D E L I G H T N H L M J K I Z E O
E A L F F G E I G E N E R O U S S Q T I M P O R T A N C E L X

- | | | | | |
|---------------|-----------|------------|-------------|------------|
| understanding | patient | *value | creative | acclaim |
| dependable | skillful | *trust | excellent | sincere |
| favorite | joy | generous | deserve | famous |
| *happiness | courteous | importance | *handsome | terrific |
| satisfy | *splendid | perfect | attractive | valuable |
| honor | goodness | improve | intelligent | pleasing |
| Industrious | useful | *produce | winner | mighty |
| delight | worth | neat | adore | successful |
| brave | *polite | *wise | worthy | able |
| proud | manners | accurate | *graceful | *loyal |
| finest | *sweet | fortunate | interesting | *popular |
| knowledge | special | beauty | honest | |

MATH ACTIVITY G.52
“10 THOUSAND, 100 THOUSAND, MILLIONS, AND BILLIONS”

OBJECTIVE: To practice using a chart and writing large numbers

RESOURCES: Work Sheets—Math Activity G.52

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute the work sheets for Math Activity G.52.
2. Review the directions and work out a sample for your students.
3. Review the answers with your class.

MATH ACTIVITY G.52
“10 THOUSAND, 100 THOUSAND, MILLIONS, AND BILLIONS”
WORK SHEET

DIRECTIONS: This activity will give you practice with using a chart and writing large numbers. Since Anna was from Puerto Rico, Tom was teaching her to read large number amounts in English. He made the chart below to help her. Use it to help you solve the problems below.

	Billions			Millions			Thousands			Hundreds		
	100	10	1	100	10	1	100	10	1	100	10	1
a.			3	4	6	0	2	9	1	6	8	8
b.		9	7	4	0	5	0	2	2	0	1	5
c.					9	7	4	0	5	0	0	2
d.					3	3	6	1	7	4	1	1

1. As a review, practice using the place value chart. Match the numbers in the chart with the way you would read them.

- | | |
|-------------------|---|
| a. 3,460,291,688 | 97 million, 405 thousand, 2 |
| b. 97,405,022,015 | 3 billion, 460 million, 291 thousand, 688 |
| c. 97,405,002 | 33 million, 617 thousand, 411 |
| d. 33,617,411 | 97 billion, 405 million, 22 thousand, 15 |

2. A sales representative in New York reported the following dollar amounts to Anna over the phone. For each figure, write down the number Anna should have written.

Example: \$16 thousand, 468 = \$16,468

- a. \$2 million, 403 thousand, 22 = _____
- b. \$703 thousand, 19 = _____
- c. \$219 million, 4 thousand, 362 = _____
- d. \$45 million, 26 thousand, 4 = _____

3. For each large number below, write down the place value of a number 8.

Example: 845,923 hundred thousands _____

a. 28,001,376 _____

b. 204,835 _____

c. 7,482,113 _____

d. 83,619,270 _____

e. 5,281 _____

f. 802,345,962 _____

4. Each month, the sales representatives of the carpet company report their sales amounts. Below is a chart showing the sales in Ohio and Pennsylvania for a whole year. For each month decide which state has more sales. Circle that amount.

	Ohio	Pennsylvania
Jan.	\$3,987	\$30,402
Feb.	\$20,105	\$17,047
Mar.	\$136,982	\$136,909
Apr.	\$45,563	\$44,998
May	\$96,002	\$95,987
June	\$101,916	\$102,001
July	\$206,013	\$206,011
Aug.	\$6,049,029	\$6,050,783
Sept.	\$17,088,411	\$17,800,410
Oct.	\$916,002	\$917,000
Nov.	\$38,100	\$38,099
Dec.	\$44,999	\$45,000

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. State 4 facts about how diversity will affect the changing workforce of the future.

2. What is diversity?

3. How do people differ from each other culturally?

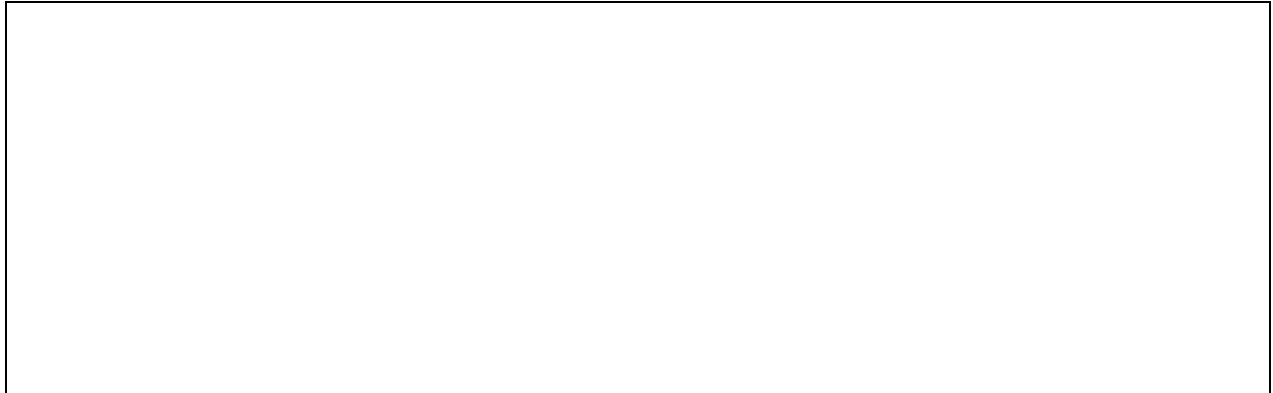
4. How do people differ from each other functionally?

5. How will employees in the future have to deal with diversity?

6. How does culture affect our interactions with others?

7. How does culture affect etiquette?

8. How does culture affect beliefs and values?



9. How does culture affect communication?



10. How does culture affect human relations?

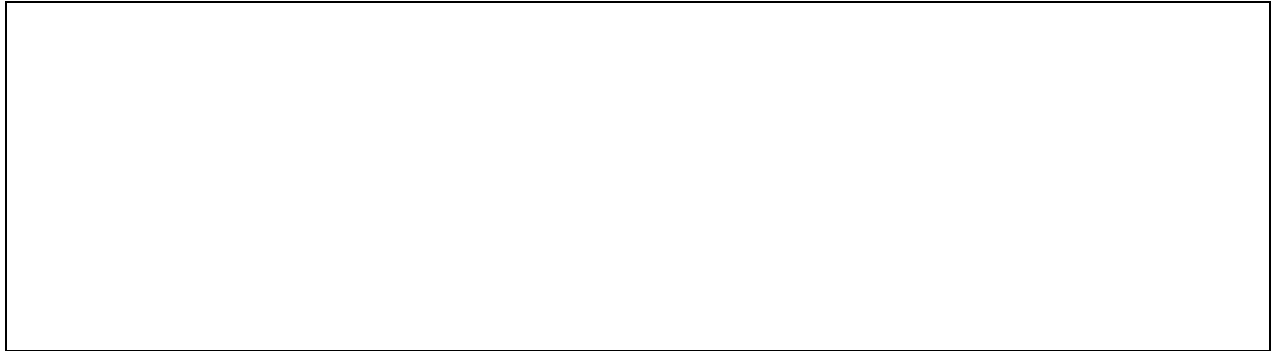


11. How does culture affect time?

12. Describe the effects of culture on communication patterns with others.

13. List some tips for effective communication with people from diverse backgrounds.

14. What is change?



15. List the steps for coping with change.



16. If change upsets you, what can you do to help yourself to adjust?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. State 4 facts about how diversity will affect the changing workforce of the future.
 - The workplace is changing in almost every way
 - These dramatic changes are producing some interesting challenges for everyone
 - People must face the misunderstanding, communication breakdown, conflict and even failure that can result when people from widely diverse backgrounds must work together
 - But these changes also offer new opportunities for new levels of growth, innovation and productivity
 - The ability to relate well to all types of people will be an essential skill in the diverse workforce and “global community” of the future
 - In the future everyone who wants to succeed will have to build skills that will provide the basis for building productive relationships with all types of people

2. What is diversity?
 - Diversity refers to the ways people differ from each other

3. How do people differ from each other culturally?
 - Gender
 - Age
 - Ethnic background
 - Race
 - Educational background
 - Religion
 - Physical ability

4. How do people differ from each other functionally?
 - Think
 - Learn

- Process information
- Show respect
- Respond to authority
- Reach agreements

5. How will employees in the future have to deal with diversity?

- Most industries respond to the reality of a diverse society and workforce by seeking to hire, develop, promote and retain the best talent, regardless of gender, race, age, ethnic background, or disability
- As diversity increases in the workplace, employees will have to become more effective in working with peers, clients, patients, customers, suppliers, and others who are different from themselves
- An individual's performance and career advancement often depend on working relationships with other people
- An individual can be a more effective team member, worker, and community member if he/she understands differences
- Succeeding in a workplace and in a community setting made up of so many different people will require everyone to value diversity

6. How does culture affect our interactions with others?

- Culture is the total way of life of a group of people
- Culture is a set of rules-both written and unwritten-by which people live. It's the "way things are done around here." Rules include laws, policies, customs, habits, behavioral guidelines, and etiquette
- Every group develops its own culture over time. For example, there are national, regional, ethnic, religious, gender, organizational, and family cultures
- We're often not aware of the influence of our own culture until we leave it and become immersed in another culture
- Culture is learned. The older members of the culture (parents, teachers, religious leaders, role models, writers, etc.) pass on their beliefs and behaviors to the younger members

- Culture structures our perception of the world and defines what is considered “common sense” and what is acceptable behavior
- Culture is complex

7. How does culture affect etiquette?

- How we greet each other
- What’s considered common courtesy
- What’s considered impolite
- How we show respect and disrespect
- What is embarrassing
- What makes us feel good
- What we eat and how we eat
- What we wear
- What we buy and how we behave in stores
- How often we touch each other and how we touch each other
- How closely we stand next to each other
- The holidays we celebrate and the way we celebrate
- How we use money, credit, and bartering
- How we seek and use health services
- What we find humorous
- Seating placement in a room

8. How does culture affect beliefs and values?

- What is beautiful or ugly
- What are worthwhile goals in life
- The nature of god and other religious beliefs
- Whether a person is in control of his or her own life or whether fate determines one’s life
- Common sense
- Our perceived needs
- Whether privacy is desirable or undesirable
- Appropriate personal hygiene

9. How does culture affect communication?

- The language we speak

- What should be said; what should be left unsaid
- What is appropriate “small talk”
- Whom we speak to; to whom we should not speak
- Whether communication should be direct or indirect
- Whether conversation should be formal or informal
- The meaning of hand gestures, facial expressions, and other nonverbal communication
- How often we smile, at whom we smile, and the meaning of a smile

10. How does culture affect human relations?

- The role of the individual
- The roles of men and how men should behave
- The roles of women and how women should behave
- The importance of harmony in a group
- The importance of competition between individuals
- Social class system
- Hierarchy in business relationships
- Interactions between strangers
- How to interact with a person in authority (boss, police officer, teacher, etc)
- How to interact with a person who is serving us
- Relationships and obligations between friends
- Relationships and obligations between parents and children and other family members
- Crowd or audience behavior

11. How does culture affect time?

- How time is scheduled and used
- Whether schedules are important or unimportant
- The importance of maintaining tradition
- The importance of preparing for the future
- Whether old age is valuable or undesirable

12. Describe the effects of culture on communication patterns with others.

- Culture has a powerful influence on your communication, both verbal and nonverbal
- Expectations that others will conform to your rules of verbal and nonverbal communication can lead to breakdowns in communication
- Knowing about cultural differences does not give you the “right” answer about what different behaviors mean. Cultural knowledge does give you *additional* information to consider in analyzing behavior
- Take your cue from the other person. They will communicate, verbally and nonverbally, in ways that are comfortable for them
- Adapt your communication and behavior, where appropriate, to make others more comfortable
- Don’t abandon your own culture. Generally, the most comfortable multicultural solution is to find a midpoint that reflects your own culture and demonstrates respect for the culture of the other person

13. List some tips for effective communication with people from diverse backgrounds.

- The more you give people what they need, the more they will give you what you need
- Everyone has a natural right to courtesy and respect
- Adapt your communication style
- Avoid gestures and body language that may be offensive
 - a. Standing too close to someone
 - b. Close eye contact if it is uncomfortable for the other person
- Listen, listen, listen
- Listen for the unspoken too
- Never assume anything
- Never expect the same reaction to a statement or situation that you would have
- Don’t be surprised at anything that comes up
- Make appropriate eye contact
- Don’t belittle or put down people’s ideas or comments.

- Don't tell others how they feel or what they think (now or in the future)
- Don't compare people to other people, even yourself
- Be empathetic and positive

14. What is change?

- To change is to make something different

15. List the steps for coping with change.

- Accept the fact that change will occur
- Determine how the change would help you and others
- View change as a challenge

16. If change upsets you, what can you do to help yourself to adjust?

- If change upsets you, give yourself time to adjust
 - a. Take care of yourself
- Call a friend that you can trust and talk about the change and the problem you are having with it
- Seek help from someone trained in helping others.
 - a. Minister or priest
 - b. Counselor
 - c. Others

ANSWER KEY
READING ACTIVITY

PART I

1. Tom didn't like Anna because she was
 - a. unfriendly.
 - b. from Puerto Rico.
 - c. lazy.

2. Anna would ask Tom to
 - a. do her work.
 - b. answer the phone for her.
 - c. help her use the computer.

3. Before he got sick, Tom thought
 - a. Anna was a good worker.
 - b. he should complain to his boss.
 - c. Anna was learning fast.

4. While Tom was sick
 - a. Anna took care of his orders.
 - b. Anna made a mess of his desk.
 - c. the boss hired someone new.

PART II

1. Team
2. United States
3. Puerto Rico
4. Tina
5. Information
6. Tom
7. Calls
8. New York
9. Worker
10. Favor

PART III

I GF HI CRE AT I VE HE I C D E X C E L L E N T B A C Q
M D E S E R V E E M O S D N A H F J C L O B J N M P O I Z L E
J E J A E A T T R A C T I V E G G D G M I K P M I C Q N A E D
L P B K I N T E L L I G E N T E O F H A K L A N M G B T R V L
G E D C N U P R V A P B A Q A T O W I N N E R F P H D E W E R F
O N S A D O R E C T S J N B U X D O Q N O U I W R C I R S R F
H D S L U M Q O P G O O V W S Y N R S E J L G H O J L E Y T O
K A E L S N W O R T H Y X R U Z E T Q R P A R E V K O S B V R
M B N K T T O E O C Z Y W V H T S H R S X V Z C E A M T F U T
N L I S R B B L U F E C A R G G S R U L K Y M E A N E I Y G U
G E P J I V R S D L D F W E D P S T E N B E A U T Y O N H Y N
F F P N O U A E D E S P E C I A L V T M K N O W L E D G E O A
B E A R U A V B F F K V K I D Z T X I W P O Q L A N Q M Z A T
I H H A S C E H I M I J U A N V K P L E A S I N G P O I X C E
F C Q W O Y A D N G L X L M E Y S V O X Y K K M K S R U L C L
A P D S X Z L E E V L N R A L U P O P A L J H O N E S T V U H
V Z L A Y O L J S W F C Y O P Q B W R Z A B L E S C P W Q R A
O U T T M L K X T S U C C E S S F U L K I K F O T U S K R A I
R V M I G H T Y W X L O H J Q P G N C M T E V S X D A T E T J
I B S S Y R N Y V P U U T R D P A Z O D E G Y W U O O B S E Q
T E Q F P O S N E A T R I V A L U A B L E Z T E R R I F I C W
E L R Y Q H T U L T N T S E K F S I E J W C S B O P A I W G C
G O F A M O U S M I A E S I N C E R E F S F U C A C C L A I M
H N J M N N J B O E P O Z T Y X F R G H D G R E A D A E C F D
I G B O P O C H D N S U R P V B U N D E R S T A N D I N G D R
D K C P E R F E C T Q S U W D E L I G H T N H L M J K I Z E O
E A L F F G E I G E N E R O U S S Q T I M P O R T A N C E L X

ANSWER KEY
MATH ACTIVITY

- 1.
- a. 3,460,291,688 = 3 billion, 460 million, 291 thousand, 688
 - b. 97,405,022,015 = 97 billion, 405 million, 22 thousand, 15
 - c. 97,405,002 = 97 million, 405 thousand, 2
 - d. 33,617,411 = 33 million, 617 thousand, 411
- 2.
- a. \$2,403,022
 - b. \$703,019
 - c. \$219,004,362
 - d. \$45,026,004
- 3.
- a. millions
 - b. hundreds
 - c. ten thousands
 - d. ten millions
 - e. tens
 - f. hundred millions
- 4.
- | | |
|---------------------|----------------------|
| Jan. - Pennsylvania | July - Ohio |
| Feb. - Ohio | Aug. - Pennsylvania |
| Mar. - Ohio | Sept. - Pennsylvania |
| Apr. - Ohio | Oct. - Pennsylvania |
| May - Ohio | Nov. - Ohio |
| June - Pennsylvania | Dec. - Pennsylvania |