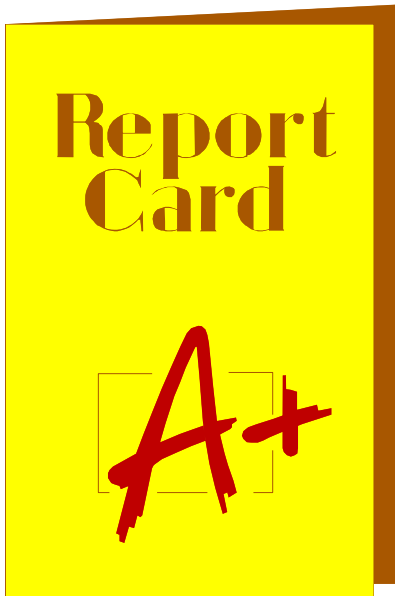


FACILITATING CHANGE FOR LIFE SUCCESS



**COMPETENCY
CATEGORY:**

Life Survival Skills

**COMPETENCY
NUMBER:**

G.48

COMPETENCY:

Demonstrate an openness to change.

OBJECTIVE:

Upon completion of this module, students will be able to demonstrate an openness to change.



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INTRODUCTION

- State the module topic and review the module objective.
- Your attitude is important for coping with change.
- Ask students to:
 1. Explain the meaning of this statement.
 2. Describe a recent positive change that has occurred in the news, newspaper, community, or school.
 3. Give an example of a change that has recently occurred and have students express their opinion of the change (positive/negative).

Administer Pre-Assessment

OUTLINE

- A. What is change?
1. Change is defined (according to *The Random House College Dictionary*) as “to make different the form, nature, content, future course of something or to become altered or modified.”
 2. Change is a function of life. Everything changes – nothing stays the same.
 - a. Examples: People dramatically change from the time they are born until they die. Schools change different graduation requirements now versus 20 years ago (focus on more math, science, and technology). Music has changed from the rock and roll era to heavy metal, rap, etc.
 3. Change is often needed to improve situations.

- a. Examples: Quality of sound produced on today's CD's versus vinyl albums; safety requirements and changes to automobiles to make them safer; computers and modems make it easier and faster to retrieve information; safety rules and regulations related to chemical use on food crops.
4. Society sometimes imposes the need for change.
- a. Examples: (Historic) - the civil rights movement, (Current) - laptop and palm top computers, cellular telephones, and the ability to use a laptop modem with a cellular telephone.
5. Ability to accept change in a constructive manner is critical to success. Negative reaction can be harmful and prevent progress.
- a. Examples: Inability to accept the diverse nature of our population can lead to discrimination and social injustice; resisting disciplinary rule changes in the school can lead to consequences; resistance to changing your attitude after an employer gives feedback could lead to losing your job.

B. How to accept change

- 1. Ability to accept change depends upon the way you think about things and your attitude in life.

COMPLETE LEARNING ACTIVITY G.48-1 "IDENTIFY CHANGES IN YOUR LIFE"
--

C. Five (5) basic steps for coping with change:

- 1. Identify the change needed.
 - a. Example: You have decided you do not like the food selection in the school cafeteria.

2. Determine the positive outcomes if the changes are made or a possible result if the changes are not made.
 - a. Example: How would an improvement in the menu items affect students?
3. Brainstorm possible actions/activities that would make the change possible.
 - a. Example: You develop a list of menu items that you think would improve the food selection in the cafeteria.
4. Get feedback from others on the list of possible actions needed for change.
 - a. Example: You ask others (students, teachers, administrators) what they think needs to be done to improve the selection of cafeteria items. You could write down the suggestions made by others.
5. Develop an action plan to facilitate the needed change process.
 - a. Example: After you get feedback from others, you begin to plan how you would make some of the identified changes.

COMPLETE LEARNING ACTIVITY G.48-2
“DEMONSTRATE AN OPENNESS TO CHANGE”

D. Accepting feedback from others

1. Learning to listen requires you be open to feedback, actively participate in the process, and send non-verbal communication (body language, facial expressions, etc.) that indicates you are willing to change.

COMPLETE LEARNING ACTIVITY G.48-3
“CURRENT EVENTS AND CHANGE”

2. All environments require individuals to accept feedback from others.
 - a. Example: Our education system requires teachers to give feedback to students. Teachers evaluate assignments and give suggestions as to how to improve the quality; they provide feedback to students on classroom participation and attitudes toward learning.
 - b. Example: In the work place, the supervisor or manager is expected to provide feedback and critique performance as a guide to help you identify ways to improve your work that will eventually benefit you and the organization.

COMPLETE LEARNING ACTIVITY G.48-4
“FEEDBACK TO PROMOTE CHANGE”

- E. Technology significantly impacts change in the workplace, the home and life.
1. Change frequently occurs because something can be improved and/or if something is not going well.
 2. Technology has changed the world. We are now in a state of constant change as a result. The computer, the web, and the laser are some examples of new technology and inventions that created a new way of life.
 3. New technology and new inventions can improve the way we do things, make things easier and quicker, it can solve problems, and save us time.

COMPLETE LEARNING ACTIVITY G.48-5
“TECHNOLOGY AND CHANGE”

- F. Change requires a person to be open to change and to be flexible.
1. People need to expect change to occur and not be afraid to deal with it.

2. Change occurs in the workplace and in the home.
3. Recognize that change is a part of life. Resistance to change can cause great stress.
4. It is important that we are open, flexible, and willing to take life as it comes.

COMPLETE LEARNING ACTIVITY G.48-6
“THE INTERVIEW ON CHANGE”

COMPLETE READING ACTIVITY G.48
“SMOKE-FREE”

COMPLETE MATH ACTIVITY G.48
“DOLLARS AND SOME CHANGE”

Administer Post-Assessment

LEARNING ACTIVITY G.48-1
“IDENTIFY CHANGES IN YOUR LIFE”

OBJECTIVE: To identify changes that have occurred in students' lives

RESOURCES: Flip chart paper, markers, and tape

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students fold a sheet of flip chart paper in half.
2. Have student give examples of changes in the last 3-5 years that have occurred in the following categories:
 - Hairstyles
 - Clothing
 - Technology
 - Music
 - Role of women in the work place
 - Car models and design
 - Professional sports
3. After students have completed their individual notes on each of the categories, have them discuss some of the changes.

FOLLOW-UP ACTIVITY:

1. Have students bring in photographs of parents (at least 10 years old and current photos) and of themselves (at least 5 years old). Use the current photos for comparison purposes. Discuss how people change over time, how society has changed, and what indicators we use to signify change.

LEARNING ACTIVITY G.48-2
"DEMONSTRATE AN OPENNESS TO CHANGE"

OBJECTIVE: To demonstrate an openness to change

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students think of one or two things that they feel they need to change to be a better person.
2. Have students decide on at least 5 things they could do to help change the identified behavior, using the 5 steps for coping with change.
3. Ask students to write down the behavior that needs changing and the 5 actions they would do to change the behavior.
4. In pairs, have students explain to their partner what change they desire and the five actions they intend to take to achieve their desired change. Their partner should give feedback. The partners should discuss the difficult parts of making the needed change.

FOLLOW-UP ACTIVITY:

1. Assign students one week to complete the 5 actions they selected. They should evaluate and report their progress to the class.

LEARNING ACTIVITY G.48-3
"CURRENT EVENTS AND CHANGE"

OBJECTIVE: To analyze various situations for needed change

RESOURCES:

- Newspaper, paper, pencil, flip chart, flip chart paper, tape, and markers
- Work Sheet—Learning Activity G.48-3

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Using a newspaper, have students select an article that indicates that change is needed.
2. Have students read the article to determine what change is needed and why. What actions/activities need to occur for the change to take place?
3. Have students list if the change is easy or difficult and identify the resources necessary to make the change occur. Answer the questions on the work sheet for Learning Activity G.48-3.
4. As a group, have students present a summary of their article, identify changes needed, and discuss the actions/activities that would need to occur in order for the change to take place.
5. Using flip chart paper, have each group briefly summarize the articles, identify change(s) needed or implied, and list the actions/activities for discussion.

FOLLOW-UP ACTIVITY:

1. Students will bring in one additional newspaper article of their choice and complete an additional review using the work sheet provided.

LEARNING ACTIVITY G.48-3
"CURRENT EVENTS AND CHANGE"
WORK SHEET

DIRECTIONS: Using newspapers, select an article that illustrates or requires some form of change, to answer the questions below:

1. What is the title of the article?

2. In general, what is the article about?

3. What change is needed and why?

4. Is the change positive or negative?

5. Who or what groups will be affected by this change?

6. What resources are needed in order for the change to occur?

LEARNING ACTIVITY G.48-4
"FEEDBACK TO PROMOTE CHANGE"

OBJECTIVE: To evaluate various reactions people may have when feedback is given to them

RESOURCES: Work Sheet—Learning Activity G.48-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Students are to conduct two role-play scenarios that require an individual (an employee, Role Play #1, and a student- Role Play #2) to accept and not accept feedback from others.
2. Ask the students to identify the positive results that would occur if the student made or did not make the suggested changes.
3. Repeat the activity using Role Play #2.
4. Ask students what was right or wrong with the response to feedback. Identify positive alternatives to respond to the scenarios.

FOLLOW-UP ACTIVITY:

1. While watching television, students should make notes of a scenario or situation in which the main character is either giving or receiving feedback. The student should be able to describe: the scene, how the feedback was given, how the person received the feedback and determine if their response was appropriate.

LEARNING ACTIVITY G.48-4
"FEEDBACK TO PROMOTE CHANGE"
WORK SHEET

DIRECTIONS: For discussion purposes, the students acting out the first scenario should use negative/inappropriate techniques. This should stimulate class discussion of appropriate techniques.

Role Play #1:

An English teacher returns an assignment with a notation to see him after class. The student goes to see the teacher. The teacher says, "This paper is unacceptable." The student asks why? The teacher says, "You did not follow the instructions I gave you. The paper was to be no less than 10 pages, double-spaced including references following the format I gave out in class. Your paper has too many typographical errors, it is not long enough, does not include any references, and appears to be hastily put together."

Role Play #2:

The employer calls an employee into her office. The employer says, "I've noticed that you have been consistently late for work all week. Our schedule here, as you know, is nine to five. I was wondering why you are having difficulty getting here on time. Is there anything I can do to help you?"

LEARNING ACTIVITY G. 48-5
“TECHNOLOGY AND CHANGE”

OBJECTIVE: To identify ways technology impacts change

RESOURCES: Newspaper, flip chart, flipchart paper, and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students write a brief description on how a technology/invention created change in a particular way to solve a problem, save time, make life easier – improve the quality of life.
2. Have students read the description to the group without naming the technology/invention or device.
3. Ask the students to identify what technology/invention the student has described.

FOLLOW-UP ACTIVITY:

1. Have students brainstorm new technology that they believe would improve the school, the workplace or the home. Ask students to predict what changes would occur if the technology was implemented.

LEARNING ACTIVITY G.48-6
"THE INTERVIEW ON CHANGE"

OBJECTIVE: To identify the importance of feedback in creating change

RESOURCES: Work Sheet—Learning Activity G.48-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students conduct an interview with a parent or adult about change in the workplace, the function of feedback in the change process, and the importance of being open and ready to change.
2. Have students complete the work sheet, for Learning Activity G.48-6. Students should bring their completed work sheet to class.
3. Have students prepare a report on changes in the workplace they discovered through the interview process.

FOLLOW-UP ACTIVITIES:

1. Have students visit a place of business in the community and ask an employee if they could make one change in their workplace, what would that change be?
2. Have students report back to the class the results of their visit/ interview.

LEARNING ACTIVITY G.48-6
"THE INTERVIEW ON CHANGE"
WORK SHEET

DIRECTIONS: Ask a working adult the following questions and write the responses in the space provided:

1. Describe your job.

2. Describe a change which has occurred to you or your job during the past month.

3. What was the reason for the change?

4. Have things improved since the change took place?

5. Were you asked for your opinion before the change happened or since the change took place?

6. How much input did you have in the change that took place?

7. How has the change impacted you?

READING ACTIVITY G.48
"SMOKE-FREE"

OBJECTIVE: To demonstrate retention and recall of reading and to identify cause and effect

RESOURCES: Reading Activity G.48

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the Reading Activity G.48 and distribute to students.
2. Have students read "Smoke-Free."
3. Have students complete "Smoke-Free" Recall Questions and review the answers to check for recall.
4. Have the students complete questions 1 and 2 of "Why? Why? Why?" and review the answers.
5. Have the students work together in groups of 3 or 4 to complete questions 3 - 5 of "Why? Why? Why?" Have each group share their results with the class.

“SMOKE-FREE”

Laurie knew something was up at the employee bulletin board. A crowd had gathered around, some were laughing, some were cursing. As she moved closer, someone pointed to the notice from company headquarters. Laurie's emotions went numb as she read:

30 DAYS FROM THIS DATE OUR COMPANY WILL BE DECLARED SMOKE-FREE. THERE WILL BE NO DESIGNATED SMOKING AREA. EMPLOYEES AND/OR GUESTS WILL NOT BE PERMITTED TO SMOKE ON COMPANY PREMISES.

Laurie had been smoking for three years and was now up to a pack a day. Some of the employees had started making comments like “You know, kissing someone that smokes is like licking an ashtray!” and “Hey, you can save \$700.00 a year if you quit smoking.” She had heard all of the comments from non-smokers before and was not impressed. Suddenly, she heard something she had not heard before:

“Well, I quit! I'm turning in my notice today.” said one of her co-workers.

“So do I!” exclaimed another. Then another joined in with them, “They always expect everyone to just go along with every little change they happen to make. Well, I'm tired of it. I'm outta here!”

“What are you going to do, Laurie?” It was Chad. Laurie and Chad had started dating last month and both were smokers. “I can tell you that I'm going to quit too...but I'm going to quit cigarettes.” said Chad. “If I keep running away from change, I'm going to miss out on a lot of things in life - not to mention lose my job right now. Come on, we can both stop together, It'll be more fun that way.”

The first couple of weeks were tough. A few more employees quit their jobs. Others said they had stopped smoking, but were sneaking out to the dumpster for a cigarette. Chad and Laurie were down to 7 cigarettes a day. By the next week, they had cut out cigarettes altogether.

“Let's plan a date to celebrate,” said Laurie, “for the night before the 30 day cut-off. If we can go through a big meal without a cigarette at the end, we can go through anything.”

The night of the big date came. The dinner was great and no cigarettes! It was a huge success! Chad and Laurie were feeling pretty proud by the next day when they showed up to work “smoke-free.” Suddenly, they saw their manager, Mr. Greenan, carrying boxes of personal possessions from his office to his car. Some new guy was in his office. What was going on? Was he fired? Why was he leaving? No one said anything. They just watched as Mr. Greenan sadly loaded his last box into the car and fastened his seat belt. He sat there for moment, lit up a cigarette, and slowly drove away.

RECALL QUESTIONS

DIRECTIONS: Answer the following questions:

1. Some of the people at the employee bulletin board were laughing and some were _____.
2. How many days did the notice give employees to quit smoking?

3. For how many years had Laurie been smoking?

4. What quantity of cigarettes was Laurie smoking per day now?

5. Someone had told Laurie she could save \$_____ per year if she quit smoking.
6. Chad was going to quit. What was he going to quit?

7. To where were some employees sneaking in order to smoke a cigarette?

8. How many cigarettes per day were Chad and Laurie smoking after the first two weeks of the notice?

9. How many weeks did it take Chad and Laurie to cut out cigarettes altogether?

10. When was the celebration date planned?

11. What was the goal of having a big meal on the date?

12. What was the name of Chad and Laurie's manager?

13. What was their manager carrying to his car?

14. Why was their manager leaving?

WHY? WHY? WHY?

DIRECTIONS: Many people believe that things always happen for a reason. Others believe there is always a reason why things happen. After reading “Smoke-Free” identify the cause (why) of the items in #1 and the effects (things that happen as a result) of the items in #2.

1. Why did the following things in “Smoke-Free” happen?

a. Laurie’s emotions went numb

b. Chad’s decision to quit smoking

c. Laurie’s decision to quit smoking

d. The date before the 30 day cut-off

e. A stranger was in Mr. Greenan's office

f. Mr. Greenan was leaving

2. What things did the following cause to happen?

a. A company 30 day no smoking notice

b. Harassing comments to Laurie from non-smokers

c. Dinner date with no cigarettes

d. Mr. Greenan's inability to stop smoking or decision to not stop

DIRECTIONS: Many times, change is a good thing. Questions 3 and 4 ask you to brainstorm a list of changes that you believe would be beneficial. Write a paragraph for each explaining why each would be beneficial (good).

3. Two inventions that do not yet exist for today's automobile that would improve driver safety.

4. The benefits of a non-smoking change to a company

5. There are some people who might feel that management in "Smoke-Free" was not very compassionate toward their employees. What things could the company have done to support the employee's efforts to change? Suppose you are part of the management team. Write a plan to become smoke-free that you could present at a management meeting.

MATH ACTIVITY: G.48
“DOLLARS AND SOME CHANGE”

OBJECTIVE: To demonstrate ability to calculate addition, subtraction, multiplication, division, and percentages

RESOURCES:

- Work Sheets—Math Activity G.48
- Packages of play money
- Flip chart, flip chart paper, and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy and distribute the work sheets for this activity to each student.
2. Have the students complete questions 1 - 6.
3. Review the answers. Have students demonstrate how they arrived at their results by writing their work on the board or flip chart.
4. Have the students complete questions 7 - 25. Stress that the students should complete these questions as quickly as possible.
5. Review the answers to questions 7 - 25.
6. Using play money, have the students practice making change correctly by calling out prices and money given. *An option is to divide the class into two teams that race in making change as the Specialist calls out prices and money given. Best 8 out of 15 wins.*

MATH ACTIVITY: G.48
“DOLLARS AND SOME CHANGE”
WORK SHEET

1. At today’s present price for a pack of cigarettes, how much could a person save per year if he/she smoked a pack and a half per day?

2. The Wilson family eats out 3 times per week at the average cost of \$22.00 per meal. To eat at home would cost \$3.75 per meal. How much would they save per year if they reduced their “eat-outs” to two times per week?

3. An automobile gets an average of 15 miles per gallon. The owner drives approximately 1300 miles each month. How much would that owner save in gasoline cost in a year if the price of gasoline dropped from where it is now to \$.75 per gallon?

4. A large pizza costs \$9.99. Bill and Damien order the same pizza every Thursday night. Bread, Italian sauce and cheese cost about \$.30 per serving. What could Bill and Damien save during the school year (36 weeks) if they made their own pizza?

5. A company has just purchased a copy machine for \$13,000.00. They could rent the same machine for \$125.00 per week. How much less expensive is it for the company to rent instead of buy for the first year? Assuming the purchased machine does not break down, how long must it run until the company has spent less by buying the machine instead of renting?

6. Steel braces and supports for buildings cost approximately 65% of the cost of similar lumber. The lumber cost of a new house being built is approximately 4% of the total cost. If the house will cost \$80,000.00 to build, what would the savings to the contractor be for using steel braces and supports instead of lumber?

DIRECTIONS: For each of the following, give the smallest number of coins that would represent change given to the purchaser:

*Example: Price: \$2.26; Presented: \$3.00
Change: 2 quarters, 2 dimes, 4 pennies*

7. Price: \$1.98; Presented: \$5.00

8. Price: \$.15; Presented: \$1.00

9. Price: \$4.65; Presented: \$10.00

10. Price: \$11.32; Presented: \$15.00

11. Price: \$7.12; Presented: \$20.00

12. Price: \$23.87; Presented: \$30.00

13. Price: \$.69; Presented: \$1.00

14. Price: \$17.20; Presented: \$20.00

15. Price: \$5.05; Presented: \$10.00

16. Price: \$12.30; Presented: \$15.00

17. Price: \$22.22; Presented: \$25.00

18. Price: \$3.13; Presented: \$5.00

19. Price: \$51.55; Presented: \$60.00

20. Price: \$5.71; Presented: \$10.00

21. Price: \$36.36; Presented: \$50.00

22. Price: \$32.79; Presented: \$50.00

23. Price: \$.21; Presented: \$5.00

24. Price: \$62.22; Presented: \$100.00

25. Price: \$91.59; Presented: \$100.00

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 is change?

2. What are the five steps for coping with change?

ANSWER KEY

PRE-ASSESSMENT **POST-ASSESSMENT**

1. What is change?

- To make a difference, to alter
- It is a function of life
- Is often needed to improve situations

2. What are the five steps for coping with change?

- Identify the change needed
- Determine the positive outcomes
- Brainstorm possible actions
- Get feedback from others
- Develop an action plan

ANSWER KEY
READING ACTIVITY

“SMOKE-FREE RECALL”

- | | |
|---------------------|--|
| 1. Cursing | 8. Seven cigarettes per day |
| 2. 30 | 9. Three weeks |
| 3. 3 | 10. The night before the 30 day deadline |
| 4. One pack per day | 11. Go without a cigarette |
| 5. \$700.00 | 12. Mr. Greenan |
| 6. Smoking | 13. Boxes of personal possessions |
| 7. The dumpster | 14. Could not conform to “no smoking” policy |

“WHY? WHY? WHY?”

Answers will vary, but should include things like:

1.
 - a. She read the notice informing her that she would have to quit smoking.
 - b. Didn't want to lose his job, to not run away from change
 - c. Encouraged by Chad
 - d. Chad and Laurie had stopped smoking
 - e. To take Mr. Greenan's job, new manager
 - f. He did not stop smoking

2.
 - a. Laughing, cursing, people quitting, sneaking to the dumpster to smoke
 - b. She was “not impressed,” irritated by the comments
 - c. Confirmed they were “smoke-free”
 - d. Mr. Greenan lost his job, new manager

3. - 5.

Answers will vary

ANSWER KEY
MATH ACTIVITY

1. Answers will vary (by the current price of cigarettes)
2. \$1,144.00
3. Answers will vary (by the current price of gasoline)
4. \$370.44
5. \$6,500, 2 years+
6. \$2,080.00
7. 2 pennies, 3 ones
8. 1 dime, 3 quarters
9. 1 dime, 1 quarter, 1 five
10. 3 pennies, 1 nickel, 1 dime, 2 quarters, 3 ones
11. 3 pennies, 1 dime, 3 quarters, 2 ones, 1 ten
12. 3 pennies, 1 dime, 1 one, 1 five
13. 1 penny, 1 nickel, 1 quarter
14. 1 nickel, 3 quarters, 2 ones
15. 2 dimes, 3 quarters, 4 ones
16. 2 dimes, 2 quarters, 2 ones
17. 3 pennies, 3 quarters, 2 ones
18. 2 pennies, 1 dime, 3 quarters, 1 one
19. 2 dimes, 1 quarter, 1 five, 3 ones

20. 4 pennies, 1 quarter, 4 ones
21. 4 pennies, 1 dime, 2 quarters, 3 ones, 1 ten
22. 1 penny, 2 dimes, 2 ones, 1 five, 1 ten
23. 4 pennies, 3 quarters, 4 ones
24. 3 pennies, 3 quarters, 2 ones, 1 five, 1 ten, 1 twenty
25. 1 penny, 1 nickel, 1 dime, 1 quarter, 3 ones, 1 five