

THERE'S NO SUBSTITUTE FOR MATURITY



COMPETENCY

CATEGORY: Personal Skills

CATEGORY

NUMBER: F.31

COMPETENCY: Understand types of maturity.

OBJECTIVE: Upon completion of this module, students will be able to identify the different types of maturity and how individuals become mature.



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INTRODUCTION

- State module topic and review module objective.
- Put the definition of “maturity” (see A.1) on the board.
- Show a videotape clip of a situation where at least one person acts immaturely.
- Ask the following questions:
 1. How do people become mature?
 2. Why is it important for people to act in a mature manner during a situation?
- Discuss the videotape clip and brainstorm alternate methods of dealing with the situation.
- We will examine different types of maturity and how individuals become mature in this module entitled “There’s No Substitute for Maturity.”

Administer Pre-Assessment

OUTLINE

- A. What is maturity?
1. “Maturity” is defined as having attained the normal peak of natural growth and development.
 2. “Maturity” is often described with words such as:
 - a. Adult.
 - b. Full-fledged.
 - c. Full-grown.

- d. Matured/Mature.
- e. Ready.

COMPLETE LEARNING ACTIVITY F.31-1
“MATURITY INTERVIEWS”

- 3. Maturity is an ongoing process.
 - a. People grow in different areas at different rates.
 - b. People grow in their relationship with others (human relations).

COMPLETE LEARNING ACTIVITY F.31-2
“LEVELS OF MATURITY”

COMPLETE LEARNING ACTIVITY F.31-3
“MATURITY SITUATIONS”

B. Eight dimensions of human growth and development

- 1. **Physical development** is characterized by a commitment to healthy nutritional choices; physical exercise, flexibility and strength; medical self-management which results in prevention or early detection of illness; and use of appropriate medical treatment.
- 2. **Emotional development** is characterized by an awareness and acceptance of one’s feelings.
 - a. Includes an enthusiasm for life, an ability to control and manage feelings and resulting behavior, an ability to express emotions appropriately, and an ability to cope with stress
 - b. It is characterized by maintenance of satisfying relationships.

3. **Human awareness** is characterized by recognition, acceptance, and appreciation of diverse lifestyles and value differences.
 - a. Also includes an understanding of their impact on one's personal attitudes and behaviors
 - b. Human awareness is not fulfilling unless one seeks opportunities to understand and appreciate the differences and similarities among people.
 - c. Human awareness provides for "clarification" of personal and societal values which leads to the development of a code of ethics.
4. **Intellectual development** is characterized by involvement in creative and stimulating mental activities.
 - a. It also provides for "clarification" of values and an understanding of personal self-worth.
5. **Financial development** is characterized by a recognition of the relationship between personal/financial planning and external economic resources.
 - a. A concern for realistic individual goals within financial restrictions is vital.
 - b. Financial development also provides for the development of skills to achieve financial stability and security.
6. **Life planning** is characterized by an attitude of satisfaction with one's life plan.
 - a. Included is choice of occupation, occupation/employment preparation and occupational health
 - b. In addition, life planning involves the development and maturation of satisfying life-long relationships and family structure.

7. **Social development** is a recognition of the relationship of individuals with others, society and nature.
 - a. A concern for harmonious family relationships, for the common welfare and for the social/environmental culture is important
 - b. Social development also provides for self-confidence through relationships and interaction with the environment.

8. **Spiritual development** is characterized by a continuing search for meaning and purpose in life.
 - a. This includes a realization of self as one interacts with and relates to a higher power.
 - b. In addition, spiritual development provides for development of a personal belief system based upon a set of values and ethical standards.

COMPLETE LEARNING ACTIVITY F.31-4 "DIMENSIONS OF HUMAN GROWTH AND DEVELOPMENT"

C. Maslow's Hierarchy of Needs

1. Abraham Maslow was a psychologist who believed that people strive to reach the highest levels of their capabilities.
2. Maslow set up a "pyramid" of needs beginning with the most basic human need at the bottom of the pyramid.

D. Maslow's "Levels" of Needs

1. **Physiological needs** – Biological needs such as oxygen, food, water, warmth/coolness, protection from storms and so forth. These needs are the strongest because if deprived, the person could or would die.

2. **Safety needs** – Felt by adults during emergencies, periods of disorganization in the social structure (such as widespread rioting). Felt more frequently by children who often display signs of insecurity and their need to be safe.
3. **Social needs** – The need to escape loneliness and alienation and give (and receive) love, affection and the sense of belonging.
4. **Esteem needs** – Need for a stable, firmly based, high level of self-respect, and respect from others in order to feel satisfied, self confident and valuable. If these needs are not met, the person feels inferior, weak, helpless and worthless.
5. **Self-actualization needs** – A person’s need to be and do that which the person was “born to do.” It is his/her “calling.” If these needs are not met, the person feels restless, on edge, tense, and lacking something.
6. Lower needs may also produce a restless feeling, but here it is much easier to find the cause. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem the cause is apparent. It is not always clear what a person wants when there is a need for self-actualization.
7. Each level of the pyramid is dependent on the previous level.
8. A person does not feel the second need until the demands of the first need have been satisfied.
9. Basically, human beings are motivated to satisfy physiological needs first (food, clothing, shelter); then the need for safety and security, then social needs, then esteem needs, and, finally, self-actualization needs, or the need to realize their potential.
10. Maslow’s hierarchy usually follows the life cycle. As people become more mature they tend to work their way up the pyramid of needs.

**COMPLETE LEARNING ACTIVITY F.31-5
"MATURITY CASE STUDIES"**

**COMPLETE LEARNING ACTIVITY F.31-6
"CONTINUING TO GROW IN MAJOR LIFE AREAS"**

**COMPLETE LEARNING ACTIVITY F.31-7
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY F.31-8
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY F.31
"SLOW BUT SURE"**

**COMPLETE MATH ACTIVITY F.31
"CHARLIE AND BRENT"**

Administer Post-Assessment

LEARNING ACTIVITY F.31-1
“MATURITY INTERVIEWS”

OBJECTIVE: To interview a variety of individuals to determine how maturity is acted out in real life

RESOURCES:

- Work Sheet—Learning Activity F.31-1
- Resources in the community for students to interview

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Pass out copies of the Work Sheet—Learning Activity F.31-1.
2. Assign students to interview six adults. For each adult the student will record the following information on the “Maturity Interview” Sheet:
 - Name of individual whom student interviewed
 - Job title/Position of individual
 - Definition of the word “maturity”
 - An example of maturity in a family situation
 - An example of maturity in a community situation
 - An example of maturity in a workplace situation
3. Have students share the responses they collected on the “Maturity Interview” Sheet.

LEARNING ACTIVITY F.31-1
“MATURITY INTERVIEWS”
WORK SHEET

MATURITY INTERVIEW SHEET

Name	Job Title/ Position	Definition of "Maturity"	Example- Family Situation	Example – Community	Example - Workforce
1.					
2.					
3.					
4.					
5.					
6.					

(Source: Jobs for Montana’s Graduates.)

LEARNING ACTIVITY F.31-2
“LEVELS OF MATURITY”

OBJECTIVE: To determine levels of maturity

RESOURCES: Work Sheet—Learning Activity F.31-2

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Pass out the Work Sheet—Learning Activity F.31-2.
2. Have students respond to each question by checking the correct column.
3. Have students count the number of responses in each column.
4. The more “often” and “never” responses students have, the more discussion needs to be conducted. Each of the statements should elicit an “always” response.

LEARNING ACTIVITY F.31-2
“LEVELS OF MATURITY”
WORK SHEET

MATURITY CHECKLIST

I. Rate yourself on the following

		Always	Often	Never
1.	Are you realistic?	_____	_____	_____
2.	Do you face facts?	_____	_____	_____
3.	Do you see things as they are?	_____	_____	_____
4.	Can you accept criticism?	_____	_____	_____
5.	Do you try to do something constructive about criticism?	_____	_____	_____
6.	Do you take criticism as a challenge?	_____	_____	_____
7.	Do you accept responsibility for your actions?	_____	_____	_____
8.	Do you blame or fault others?	_____	_____	_____
9.	Do you take your anger out on others?	_____	_____	_____
10.	Do you try not to run from your problems?	_____	_____	_____
11.	Do you avoid daydreaming about your problems?	_____	_____	_____
12.	Do you "take on" a situation "head on"?	_____	_____	_____
13.	Do you make the best of a bad situation?	_____	_____	_____
14.	Can you accept disappointment?	_____	_____	_____
15.	Can you adapt to a change in plans?	_____	_____	_____

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.31-3
“MATURITY SITUATIONS”

OBJECTIVE: To discuss how maturity should be demonstrated in specific situations

RESOURCES: Work Sheet—Learning Activity F.31-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out the Work Sheets—Learning Activity F.31-3.
2. Divide the class into four small groups. Assign each group one of the four situations on the worksheet.
3. Give groups 20 minutes to brainstorm responses to the situation.
4. Have a representative from each group read the situation and share the group’s responses to the situation.
5. Conduct an open discussion after each group report.

LEARNING ACTIVITY F.31-3
“MATURITY SITUATIONS”
WORK SHEET

1. Mrs. Schmidt, a regular customer who is always complaining, arrives in the middle of your pre-sale inventorying. The store is a mess and your manager is due back any minute. Mrs. Schmidt is very upset and is telling you about how poorly she was treated at the store across town earlier today.

What do you say to Mrs. Schmidt?

2. Mrs. Schmidt really pushed you “over the edge” with all of her high-pitched screaming and arm flapping about how retail store clerks were treating her. You lost your temper, raised your voice, and told Mrs. Schmidt you couldn’t take the time to discuss the matter. Mrs. Schmidt left, but went home and called the Better Business Bureau. They, in turn, called your supervisor. Your supervisor is now demanding an explanation.

What do you say to him?

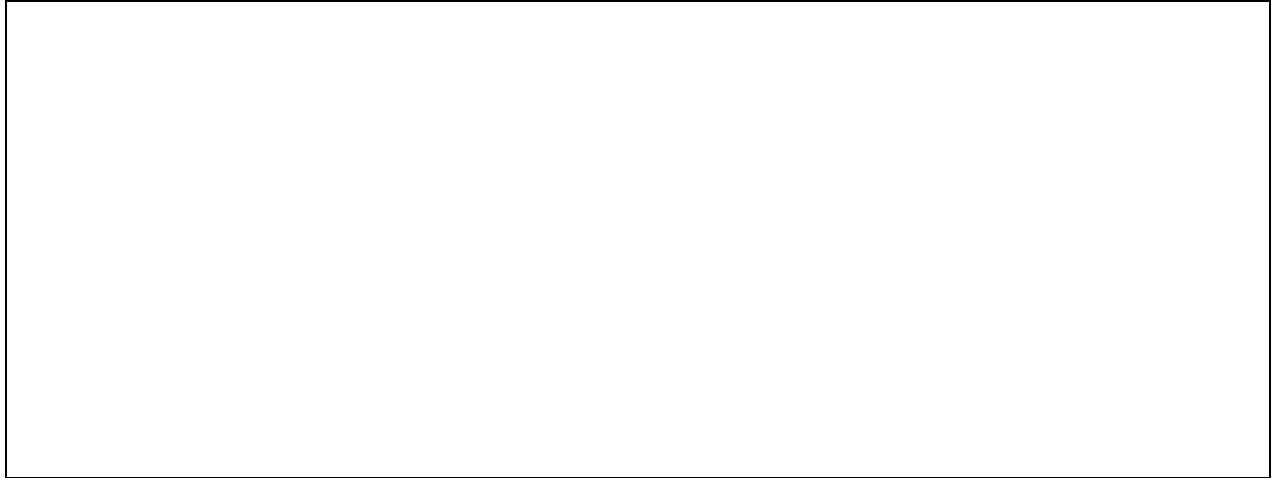
3. Marie is a computer programmer for a large school district. She writes computer programs to print hundreds of reports. After each program is written, Marie prints a “practice” report and checks it for errors. Then she corrects the errors. On Friday afternoon, Marie was discussing the need for another report with the business manager and the assistant superintendent. Marie’s supervisor, Mrs. Carroll, walked into the meeting and said, “Marie, I just ran the 200 Report and it’s full of errors. I’ll have to come in over the weekend and do it myself.”

How should Marie handle this situation?

4. Dennis always seems to be late for class and today was no exception. His locker was stuck and when he finally got it opened his

history book seemed to have vanished. He finally found the history book and was easing the locker shut was Mr. Wood came up behind him. Mr. Wood had a school reputation of looking for students to harass and had the record for getting students suspended.

How should Dennis handle this situation?



(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.31-4
“DIMENSIONS OF HUMAN GROWTH AND DEVELOPMENT”

OBJECTIVE: To indicate tools needed for development of eight dimensions of human growth and development

RESOURCES: Work Sheet—Learning Activity F.31-4

SUGGESTED TIME: 1 ½ - 2 hours

DIRECTIONS:

1. Pass out copies of the Work Sheet—Learning Activity F.31-4.
2. This activity can be done individually or in small groups of 2-3 students.
3. Read and discuss the directions for this activity with the students.
4. For each of the dimensions listed students should list the resources they would need to develop the dimension. In the next column they should describe signs of maturity for the dimension.

LEARNING ACTIVITY F.31-4
“DIMENSIONS OF HUMAN GROWTH AND DEVELOPMENT”
WORK SHEET

TOOLS FOR MATURATION

DIRECTIONS: Maturity doesn't happen all at once. It's a growing process. You will know that you are becoming mature through an examination of your actions, values and beliefs. Below, think of each dimension of human growth and development. In the first column list the things you need to develop this dimension. In the second column list signs that you will demonstrate when you develop this dimension.

Dimension	Resources you need to develop	Signs of maturity
Physical Development		
Emotional Development		
Human Awareness		
Intellectual Development		
Financial Development		
Life Planning		
Social Development		
Spiritual Development		

LEARNING ACTIVITY F.31-5
“MATURITY CASE STUDIES”

OBJECTIVE: To discuss reactions to case studies regarding maturity

RESOURCES:

- Work Sheet—Learning Activity F.31-5
- Writing board

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the Work Sheet—Learning Activity F.31-5.
2. Read each of the case studies out loud.
3. Conduct a class discussion.
4. List class reactions on the writing board.

LEARNING ACTIVITY F.31-5
“MATURITY CASE STUDIES”
WORK SHEET

Case Study #1

Bob is a nineteen year old high school senior. He is married to Mary who quit school last year to take care of their little son. Bob and Mary live with Mary’s parents because they don’t have enough money to rent a place of their own. Bob works after school and all day Saturday at a convenience store. However, he does not make a great deal of money. Without help from Mary’s parents, Bob and Mary could not even afford the food, clothing, and medical care they need.

Neither Bob nor Mary is pleased with married life. Bob resents having to work all the time. He never has time to have fun anymore. He feels he should be able to shoot pool or work on cars with his friends after school. He is tired of helping Mary look after the baby and do the laundry.

Bob is also unhappy about not having enough money. He would like to spend more of his paycheck on himself. His friends can buy great-looking clothes. He has to wear old clothes, while he spends his money on baby food. Mary was unhappy about having to quit school. She was a good student and enjoyed schoolwork. She hopes to go back someday. She wants to prepare for a good job so that she and Bob can move out of her parents’ home. She also wants to be able to repay her parents for supporting her, Bob and their baby.

Right now Mary is trying to finish a high school history correspondence course. However, it’s hard for her to find time to work on the course. Both of her parents work and Mary feels that she should do the household chores during the day. Those chores – and her son – take up most of the day. When everyone comes home from work, there is no quiet place to study.

Bob thinks that Mary would be foolish to go back to school. He does not want her to have a career other than rearing their child. Whenever Mary talks about wanting to be a nurse, Bob gets very angry. Last night he lost his temper and stormed out of the house when Mary said that they could use the money she would make as a nurse. He did not return home until

three o'clock in the morning. He found Mary's history course books and tore them up, "just to show her who's boss."

What is your reaction?



Case Study #2

Nancy wants very much to be an architect and to design houses and buildings. She knows that she needs a college education, and she knows she needs very good grades in high school so she can get a scholarship to college. Those goals are important to her, and she is willing to work hard to reach them. At school she takes difficult courses and always earns excellent grades. She studies four hours every night after class.

Because she spends so much time studying she has little time to spend with her friends. In fact, she has very few friends. She does not have time for sports, music, or parties. As a result, she is left out of most social activities. Nancy does not mind. She went to a couple of ball games and dances and she did not enjoy herself. She sat alone and didn't talk to anyone.

Nancy does not have much time for her family either. She gets angry if her parents ask her to help with the household work - such as washing dishes or vacuuming. She ignores her younger sisters when they ask for help with their homework. She screams at anyone who plays the stereo or TV too loud while she's trying to study. If she gets a low grade on a test or assignment, she pouts for days. She is not interested in the needs of other people. Her only concern is to do well at school and get into college.

What is your reaction?

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY F.31-6
“CONTINUING TO GROW IN MAJOR LIFE AREAS”

OBJECTIVE: To identify goals for growth and maturity in major life areas

RESOURCES: Work Sheet—Learning Activity F.31-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the Work Sheet—Learning Activity F.31-6.
2. Give students about 30 minutes to record their goals in the three major life areas.
3. Have students share some of their goals with the class.
4. Compare the present goals with the future goals.

LEARNING ACTIVITY F.31-6
“CONTINUING TO GROW IN MAJOR LIFE AREAS”
WORK SHEET

- I. Three major areas of a person’s life are: family, career and friends. These are the relationships most adults value and treasure. In what ways would you like to continue to grow and mature in each area?

For each area describe what you want:

- A. Today
- B. Next year
- C. Five years from now
- D. Eventually

1. Family

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

2. Career

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

3. Friends

A. _____

B. _____

C. _____

D. _____

LEARNING ACTIVITY F.31-7
"JOURNAL WRITING"

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY F.31-7
"JOURNAL WRITING"
WORK SHEET**

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY F.31-8
"SERVICE LEARNING"

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity F.31-8

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Types of Support Linkages”).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources”).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan”.

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities Vocational education research and development resource center(s)	Community agencies for counseling or health services New schools (transfer students) Division of vocational rehabilitation Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY F.31
“SLOW BUT SURE”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity F.31

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity F.31.
2. Have students read the story and answer the recall questions related to the story.
3. Have students complete the paragraph in Part II.
4. Review the definitions of selected words related to this reading activity.

“SLOW BUT SURE”

Charlie McGoohan-that was his name. What a character he was! Boy, was he easy-going. I guess “slow” is the word for it. You could see this in just about anything he did. A lot of people made fun of him. He was everybody’s friend though, and none of it was done in a mean sort of way. Charlie knew we were always kidding. I think he liked it most of the time-it made us seem like family.

We worked for a company that built roads. Every now and then they hired somebody new and put him on our crew. One man who was new didn’t know Charlie that well. He razzed him about being slow and called him “Turtle Man” and “dead weight”-things like that. This rookie hadn’t grown out of his days as a playground bully. It really didn’t bother Charlie that much, though. He just didn’t like to work with him.

The new guy’s name was Brent. He and Charlie were digging a hole for a drain. It was in a place that the backhoe couldn’t reach, and it had to be done by hand with shovels. Finally Brent told Charlie to get out. Charlie shrugged and moved out of the way. Brent grabbed the best shovel and started digging like a machine, right where Charlie was working. He worked like mad for about 15 minutes. He checked how far he had dug, and it was enough. Then he climbed out of the hole, threw the shovel down, and said, “Fifteen minutes! Did you see that! I did as much as you did all morning!” He was out of breath from his frantic effort. “What’s the sense of even having you around? You’re a waste!” he shouted. The whole time, Charlie stood looking at the ground. He wasn’t used to being yelled at like that.

The foreman called both of them over. “What’s wrong with you two?” he said.

“It’s him,” said Brent. “He’s too slow. I don’t even know why you keep him around.”

The foreman had worked with Charlie for a long time. The two of them had worked together, just like Brent and Charlie, before he was promoted to foreman. Talking about his old friend like this really made him angry.

“Let me tell you something, Hot Shot. Charlie is one of the best men we have. In four years he hasn’t missed a day. You’ve missed a week and a half just in the short time you’ve been here. I have to be able to depend on my workers. I don’t even know if you’re going to *show up* from one day to the next! I know what Charlie can and can’t do. I pick the tasks that he’s best suited for. When I give him a job to do, I can be sure it will be done- and done right. I don’t care if it takes him longer. He’s dependable. You’re not.”

The foreman continued, “And if anything else about Charlie bugs you,” he pointed in Brent’s face, “keep it to yourself!” Brent walked away like a little boy who had just been spanked. The foreman yelled after him, “And if you miss another day this month, don’t come back!”

RECALL QUESTIONS

PART I

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

1. Charlie was not
 - a. _____ friendly.
 - b. _____ a fast worker.
 - c. _____ dependable.

2. Brent was angry with Charlie because he
 - a. _____ was in the way.
 - b. _____ wouldn't help.
 - c. _____ was too slow.

3. The foreman said Charlie
 - a. _____ was dependable.
 - b. _____ missed too much work.
 - c. _____ was too slow.

4. Draw the lines to match the words with their meanings.

dependable	boss
foreman	can be counted on to do something
character	interesting person

PART II

DIRECTIONS: Fill in the blanks to complete the paragraph below.

Charlie McGoohan was a hard worker. Some people made _____ of him. He was _____ to everyone. And he _____ a dependable worker.

Charlie _____ for a company that _____ roads. One day a _____ man was hired. His _____ was Brent. He didn't _____ Charlie. He teased him _____ being slow. He called _____ "Turtle Man."

The foreman _____ Charlie because he was _____. He never missed a _____ of work. He told _____ that he missed _____ much work. The foreman _____ Brent to leave Charlie _____. He also said that if Brent missed another day of work this month he didn't need to come back.

MATH ACTIVITY F.31
"CHARLIE AND BRENT"

OBJECTIVE: To practice addition and multiplication

RESOURCES: Work Sheet—Math Activity F.31

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the Work Sheet—Math Activity F.31.
2. Review the directions with your students.
3. Review the answers with your class.

MATH ACTIVITY F.31
"CHARLIE AND BRENT"
WORK SHEET

Charlie and Brent get \$8.50 per hour for their work. If it takes Charlie an hour to dig up a fence post that would mean that it costs the company \$8.50 to get that fence post out. The company must bid for jobs. It sends a paper with the price it'll charge for a job. The city picks the company with the lowest bid to get the job. The company needs workers who get things done quickly and without mistakes.

As you do each question, 1 through 6, put your answer in the space provided on the chart.

1. It took Brent 2 hours to dig a drainage ditch. But he put it in the wrong place. It took him 2 hours to fill it in and 2 more hours to dig it in the right place. How much did it cost the company?

2. Later, Brent was planting trees with Charlie. They both got the same number of seedlings to plant. It took Brent 3 hours to plant his. How much did Brent's planting the trees cost the company?

3. How much did it cost the company to have Brent do both of these jobs?

4. Charlie works more slowly but is always right. His boss says he's dependable. He took 4 hours to dig the drainage ditch. How much did this cost the company?

5. Charlie took a long time with planting his trees. It took him $4\frac{1}{2}$ hours. How much did the company pay Charlie?

6. How much did it cost the company to have Charlie do both of these jobs?

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 “maturity”?

2. How is maturity developed?

3. List the eight dimensions of human growth and development.

4. List the five levels of Maslow's Hierarchy of Needs.

5. Describe each of the needs in Maslow's Hierarchy.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What is “maturity”?
 - “Maturity” is defined as having attained the normal peak of natural growth and development
2. How is maturity developed?
 - Maturity is an ongoing process
 - People grow in different areas at different rates
 - Maturity is a continual process
 - People grow in their own self-improvement
 - People grow in their relationship with others (human relations)
3. List the eight dimensions of human growth and development.
 - Physical development
 - Emotional development
 - Human awareness
 - Intellectual development
 - Financial development
 - Life planning
 - Social development
 - Spiritual development
4. List the five levels of Maslow’s Hierarchy of Needs.
 - Physiological
 - Safety and security
 - Social or belongingness
 - Esteem
 - Self-actualization

5. Describe each of the needs in Maslow's Hierarchy.

- Physiological needs – Biological needs such as oxygen, food, water, warmth/coolness, protection from storms and so forth. These needs are the strongest because if deprived, the person could or would die.
- Safety needs – Felt by adults during emergencies, periods of disorganization in the social structure (such as widespread rioting). Felt more frequently by children who often display signs of insecurity and their need to be safe.
- Social needs – The need to escape loneliness and alienation and give (and receive) love, affection and the sense of belonging.
- Esteem needs – Need for a stable, firmly based, high level of self-respect, and respect from others in order to feel satisfied, self confident and valuable. If these needs are not met, the person feels inferior, weak, helpless and worthless.
- Self-actualization needs – A person's need to be and do that which the person was "born to do." It is his/her "calling." If these needs are not met, the person feels restless, on edge, tense, and lacking something.

ANSWER KEY
READING ACTIVITY

PART I

1. Charlie was not
 - a. _____ friendly.
 - b. x a fast worker.
 - c. _____ dependable.

2. Brent was angry with Charlie because he
 - a. _____ was in the way.
 - b. _____ wouldn't help.
 - c. x was too slow.

3. The foreman said Charlie
 - a. x was dependable.
 - b. _____ missed too much work.
 - c. _____ was too slow.

4. Draw the lines to match the words with their meanings.

dependable _____ boss
foreman _____ can be counted on to do something
character _____ interesting person

PART II

Charlie McGoohan was a hard worker. Some people made **fun** of him. He was **friendly** to everyone. And he **was** a dependable worker.

Charlie **worked** for a company that **built** roads. One day a **new** man was hired. His **name** was Brent. He didn't **like** Charlie. He teased him **for** being slow. He called **him** "Turtle Man."

The foreman **liked** Charlie because he was **dependable**. He never missed a **day** of work. He told **Brent** that he missed **too** much work. The foreman **told** Brent to leave Charlie **alone**. He also said that if Brent missed another day of work this month he didn't need to come back.

**ANSWER KEY
MATH ACTIVITY**

1. \$ 8.50
 X 6
 \$51.00

2. \$ 8.50
 X 3
 \$25.50

3.	\$51.00	ditches
	<u>+25.50</u>	trees
	\$76.50	total

4. \$ 8.50
 X 4
 \$34.00

5. \$ 8.50
 X 4 1/2
 \$38.25

6.	\$34.00	ditches
	<u>+38.25</u>	trees
	\$72.25	total