

EVERYONE HAS DIFFERENCES



COMPETENCY

CATEGORY: Life Survival Skills

COMPETENCY

NUMBER: G.46

COMPETENCY:

Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.

OBJECTIVE:

Upon completion of this module, students will be able to describe how to work and communicate with diverse people in a variety of work and community settings.



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INTRODUCTION

- State module topic and review module objective.
- Workforce 2020:
 1. The number of workers will fall. Between now and the year 2020, the number of young workers aged 16 to 24 will drop by almost two million, or eight percent.
 2. The average age of workers will rise. Between now and the year 2020 the number of workers between the ages of 35 and 54 will increase by more than 25 million. The mandatory retirement age will rise to 70 by 2000.
 3. More women will be on the job. By the year 2020 about 47 percent of the work force will be women, and 61 percent of all American women will be employed.
 4. One-third of new workers will be people of color. Over the next several years, almost a third of all new entrants into the labor force will be people of color—twice their current share.
 5. There will be more immigrants than any time since WWI. Between 1970 and 1980, the foreign-born population of the United States increased by about 4.5 million, and approximately 450,000 more immigrants are expected to enter the United States yearly through the end of the century. Immigration at this rate would add about 9.5 million people to the U.S. population and four million people to the labor force.
 6. Most new jobs will be in services and information. An increasing volume of work will be done at home. People will change careers on average every ten years.
 7. The new jobs will require higher skills. Whatever the occupation, technological innovation has already made it necessary for workers to constantly update and adapt their skills. Even lower-skilled occupations will require workers who can read and understand written instructions, add and subtract,

and express themselves clearly. About half of the service workers will be involved in collecting, analyzing, synthesizing, structuring, storing or retrieving information as a basis of knowledge by the year 2020. Half of these people will be working at home.

8. The challenge for business will be immense. Not only will employers need to find ways to keep well-qualified people on their payroll, they also face the challenge of helping others to become more qualified to perform well. Unless educational and cultural gaps can be closed, many of the new workers will be ill equipped to meet the advancing skill requirements of the new economy.

(Source: *National Institute of Corrections*)

- In this module, we will examine the impact of this scenario on you as you enter the workforce.

Administer Pre-Assessment

OUTLINE

- A. The world is full of differences.
 1. The make-up of the work force is constantly changing, with increasing percentages of women, people of color, and immigrants.
 2. However, the term “*diversity*” has now been expanded to include other people such as those with disabilities and various religious backgrounds.
 3. This focus on diversity is a reaction to the evolving population mix in our country.
 4. There are few other countries where so many people, coming from so many diverse backgrounds, have to work together under one roof.

5. This increasingly diverse workplace has truly created new challenges.
6. There were times in our history when it was expected that the country would become one overall, undifferentiated culture, and that people who were different from the norm would change and *“become like everyone else.”*
7. This thought was described as the *“melting pot”* theory.
8. However, people are beginning to explore another possibility; i.e., that different people have a great deal to contribute, and can still retain and even celebrate their differences.

B. Diversity

1. *“Diversity”* can best be described in terms of differences in others such as:
 - a. Race
 - b. Gender
 - c. Age
 - d. Language
 - e. Disability
 - f. Culture
 - g. Geographic origin
 - h. Religion
 - i. Ethnic group
 - j. National origin
2. One of the major areas of difficulty in dealing with diversity is how people react to differences.
3. In most cases, peoples’ responses have already been imprinted since early childhood, based on a wide range of influences:
 - a. Community
 - b. School
 - c. Politics

- d. Business and workplace
 - e. Religion
 - f. Peers
 - g. Family
4. However, in working together, you must learn to know others at a deeper level, and not be influenced by first impressions only.
 5. You may find yourself facing behaviors that seem difficult to understand.
 6. In order to better understand the differences in others it is important to differentiate between culture, ethnicity, and race.
 7. **Culture** is the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of an ethnic, religious or social group.
 8. **Ethnicity** is sharing a strong sense of identity with a particular religious, racial, or national group.
 9. **Race** is a biological concept; it defines groups of human beings based on a set of genetically transmitted characteristics.
 10. These 3 words are often times used interchangeably. Confusion and misunderstandings occur when we **assume** everyone has the same definitions for words.
 11. People often confuse culture and ethnicity. Culture is often viewed in a larger context—European culture, Asian culture, African culture, and American culture. Based on our definition, ethnic cultures are usually viewed in a smaller context such as: Jewish culture, African American culture, and Korean culture.
 12. People often confuse ethnicity and race. As the definition indicates, race refers primarily to physical characteristics. There are specific attributes of ethnicity that far exceed the limitations of the definition of race.

13. When discussing diversity, we are referring to differences in age, ethnic heritage, gender, physical ability/qualities, and sexual orientation.

COMPLETE LEARNING ACTIVITY G.46-1 “ACKNOWLEDGING YOUR HERITAGE”

C. Prejudice and discrimination

1. Characteristics of prejudice include:
 - a. A prejudgment about a person or class of persons composed of opinion or bias.
 - b. Socially learned behavior, usually grounded in misconceptions, misunderstandings, and inflexible generalizations.
2. A common misunderstanding of prejudice and what can be done about it goes something like this: prejudice is prejudging people. Therefore, effective counteraction involves learning about human differences and fostering opportunities for intergroup interaction.
3. Each person develops convenient and effective systems for simplifying the large amount of information and stimuli received daily. These systems help persons in making decisions, determining preferences, and selecting courses of action.
4. Discrimination
 - a. Characteristics of discrimination include:
 1. An action or behavior
 2. Differential treatment based on unfair categorization
 3. Denial of justice prompted by prejudice

- b. When we act on our prejudices, we engage in discrimination.
 - c. Discrimination often involves keeping people out of activities or places because of the group to which they belong.
5. Differences between prejudice and discrimination.
- a. Because prejudice is a point of view, it is difficult if not impossible to regulate.
 - b. Discrimination is a behavior or an action that can be addressed in law.
- D. What helps bring different people together?
- 1. Get information about others
 - a. You can learn about the cultures of other people in many ways.
 - b. You can read books and watch videos.
 - c. *You need to get to personally know people, not just learn about them.*
 - d. Traveling or living abroad, spending time in other people's homes or neighborhoods can bring you closer to other cultures.
 - 2. Respect individual differences
 - a. Neither you nor anybody else can make valid generalizations about another person based only on what you know about his or her culture.
 - b. However, knowing what people value, their customs and ideas will give you helpful clues when interacting with someone whose culture is different from yours.

3. Be curious and ask questions
 - a. The best information comes from people themselves. Be friendly and curious, respectful and nonjudgmental.
 - b. Here are some ways to ask questions when you want to know how others think:
 1. *What does it mean to you when...?*
 2. *What do you say to yourself about...?*
 3. *What's it like for you when...?*
 4. *Tell me what is important to you.*
4. Understand your own culture
 - a. Seeing yourself as a product of one among many cultures is critically important if you are to understand how other people relate to you.
 - b. When you find something in another's culture that you can't accept, try not to reject or blame the person.
 - c. Find new ways to deal with behaviors that frustrate or irritate you.
 - d. Blame leads to hostility and prejudice.

COMPLETE LEARNING ACTIVITY G.46-2 "HOW AM I DIFFERENT?"

5. People should value, respect, and have sensitivity for the feelings and needs of others.
 - a. Important skills that should be used:

1. Gather knowledge and information about the person(s)
 2. Be non-judgmental
 3. Tolerate ambiguity in messages, approaches different than your own, and differences, in general
 4. Show warmth, genuine interest, and empathy
 5. Be willing to communicate
- b. Adverse consequences of insensitivity
1. Hurt feelings
 2. Anger
 3. Loss of personal and professional respect
 4. Ineffective performances
 5. Inappropriate behavior

COMPLETE LEARNING ACTIVITY G.46-3 “EXPAND YOUR COMFORT ZONE”

E. Barriers to harmony in diverse settings

1. When you begin working with others in work settings and in the community, people who might have barely known each other suddenly find themselves face-to-face and having to work closely together.
2. A number of factors come into play. Some may become barriers to personal interaction, and eventually, to people getting along.
 - a. Discomfort with differences
 1. This could result in the partial exclusion of people from certain activities or events, discouraging them,

and consequently reducing the valuable contributions they might otherwise have made.

b. Biases against the unfamiliar

1. People can be biased against the differences of others and have a different perspective on issues.
2. If biases are allowed to prevail, people treat others differently, tensions result, and it is difficult for people to work together.

c. Cultural “baggage”

1. Just as many people carry a newspaper or an umbrella to work, so do they take their “cultural baggage.”
2. In this “*baggage*” they bring, for example, their attitudes about people who are different and their ideas about how people should treat one another.
3. These attitudes and ideas are often so firmly fixed that they are difficult to change. In today’s business world, the flexibility to deal with change is vital to survival.
4. Your “cultural baggage” has been packed over the years.
5. For some, it may be as large as a footlocker; for others, as small as a backpack.
6. Think about your own “cultural baggage” and how it might be a barrier when it comes to working with others.

F. Essential communication includes attentive listening and responding

1. Communication is a very complex process, especially when the people involved are from different backgrounds and experiences.
2. All communication takes a speaker, a listener, and a way through which the message is transmitted.
3. Whether you are the speaker or the listener, you come to this experience with your own perceptions, assumptions, background, and attitudes.
4. Keep in mind that other parties bring their “*cultural baggage*” to the communication process as well.
5. So much of any communication exchange is taken for granted that often little thought is applied to it.
6. Don’t just focus on the message; pay attention to the person sending the message too.
7. Although the message is important, the messenger may be different from you, in looks, accent, and behavior, and these differences may affect how the message is formulated and delivered.
8. Your perception of the messenger will probably also affect the way you interpret their message.
9. Show interest in the other person by paying full attention.
10. Purposely avoid distractions, whether internal (*unrelated thoughts, daydreams, etc.*) or external (*noise, unpleasant surroundings, physical discomfort, etc.*)

G. Develop interpersonal skills that make a difference

1. Developing open lines of communication is extremely important.
2. Each person needs to feel valued.

3. Develop strategic communication—listening and responding skills.
 - a. Clarify the purpose of the communication.
 - b. Make the message clear and concise.
 - c. Be sure that no misinterpretation exists.
 - d. Follow up with open-ended questions to assure that the listener has understood. (“Do you understand?” is not enough.)
 - e. In a one-on-one exchange, where both parties are face-to-face, you risk garbling the message by non-verbal cues, such as voice intonation, or eye contact, gestures, and various other types of body language.
4. Treat each person as an individual
 - a. Effective communication in a diverse team requires that you think before you speak, and listen attentively when the other party speaks.
 - b. While diversity may introduce some interference, your communication skills can overcome the interference and build and strengthen relationships.
 - c. Openness, sensitivity to others, and the willingness to look for commonalities can make a difference.
5. Test accuracy of assumptions
 - a. One of the biggest barriers to personal interaction is incorrect assumptions.
 - b. Without checking assumptions and testing their accuracy, people can misunderstand, misinterpret, and indeed, miss an entire point, often leading to conflict.

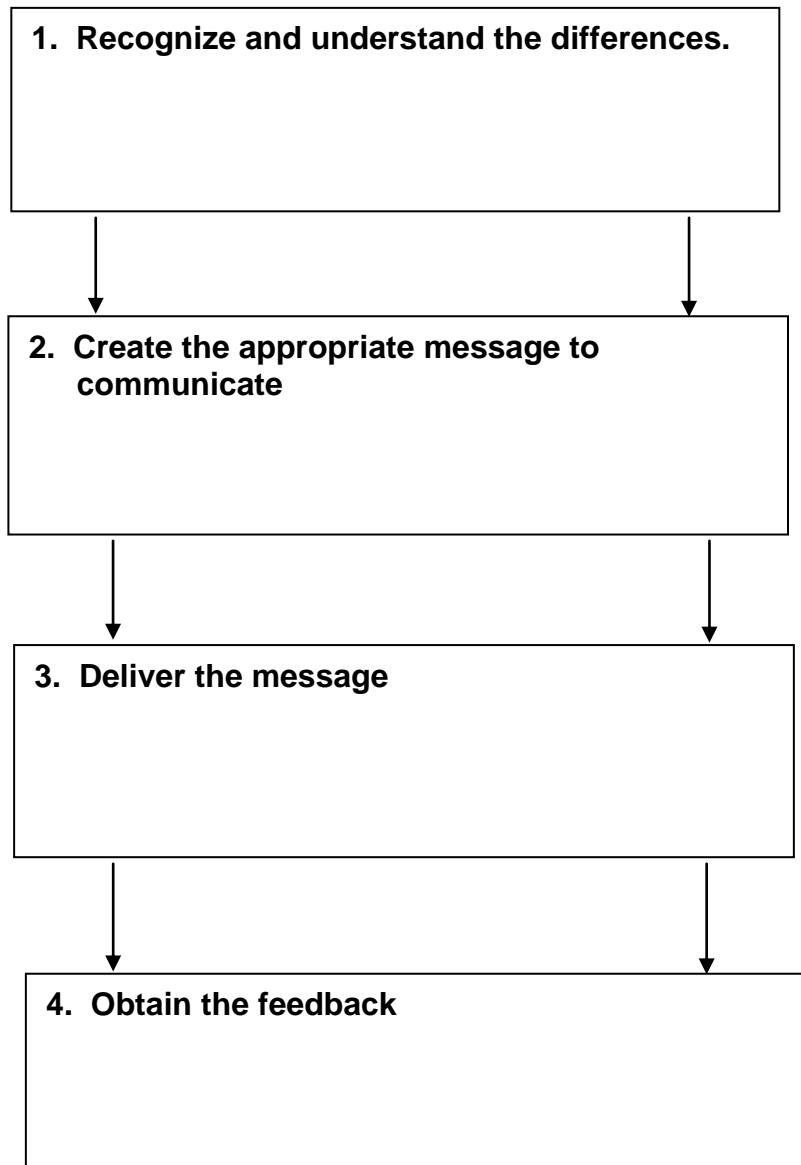
c. Some responses can help clarify the messages and avoid misinterpretation. Here are a few that you may find helpful:

1. "If I understand correctly..."
2. "In other words..."
3. "My sense is..."
4. "Sounds like you..."
5. "So your main concern is..."
6. "So, you're saying..."
7. "You feel..."

H. The Diversity Communication Planner

1. The *Diversity Communication Planner* is a helpful tool, useful for planning and preparing for effective communication with a diverse work group.

2. The Diversity Communication Planner



(Source: *Communicating in a Diverse Workplace*.)

I. Steps to Using the Diversity Communication Planner

1. Recognize and understand the differences
 - a. Know who you are communicating with.
 - b. What is the background of each individual?

- c. What are their experiences and how do they shape the individual's views, opinions, perspectives, and biases?
 - d. It's imperative to keep an open and flexible mind.
 - e. Recognizing differences means acknowledging and respecting individuals for who they are; it doesn't necessarily imply agreement with their perspectives.
 - f. You (*the sender*) need to consider how you are different from the intended audience.
 - g. What is your background and experience, and how does the past shape your views?
 - h. What are your opinions and biases?
 - i. Communication is a two-way process, and you, as the sender, play an important role.
2. Create the appropriate message to communicate
- a. Be clear about the content and goal of your message.
 - b. Are you communicating to inform? Asking for input? Clarifying an issue? Resolving a problem?
 - c. How should your message be formulated, given the differences between yourself and your audiences?
 - d. Should your message be direct and to the point, or should it be more subtle and indirect?
3. Deliver the message
- a. Your message can be delivered in many different ways (written document, voice mail, E-mail, or face-to-face communication).

- b. Each communication mode has its own advantages and disadvantages.
 - c. Select the type that will maximize the successful delivery of your message given the diversity issues involved.
 - d. Knowing your audience can greatly help determine when and how to deliver the message.
4. Obtain the feedback
- a. You will want to check for understanding and ensure that your message was accurately received.
 - b. The important point is to ensure accurate comprehension, not necessarily agreement.

(Source: *Communicating in a Diverse Workplace*)

<p style="text-align: center;">COMPLETE LEARNING ACTIVITY G.46-4 “DIVERSITY COMMUNICATION PLANNER”</p>

- J. What can you do to encourage healthy participation in situations with people from diverse backgrounds and experiences?
- 1. Realize that our diversity is one of our strengths, and we need to nurture it.
 - 2. Make communication open and honest; minimize interruptions.
 - 3. Respect people as individuals.
 - 4. Recognize that people may approach problems differently; listen and consider other points of view.
 - 5. Make provisions for a forum to discuss and resolve diversity issues, when needed.
 - 6. Encourage new ideas.

7. Disagreements are to be non-judgmental.
8. Other persons' values are understood and appreciated.
9. As the sender of the information, pay attention to how people are responding to your message. Ask yourself: *“Are people interpreting my message the way I expected, given their diverse differences?”*

**COMPLETE LEARNING ACTIVITY G.46-5
“DIVERSITY SCAVENGER HUNT”**

**COMPLETE LEARNING ACTIVITY G.46-6
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY G.46-7
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY G.46
“GET OFF MY BACK”**

**COMPLETE MATH ACTIVITY G.46
“MULTIPLICATION, DIVISION, AND WEIGHTS”**

Administer Post-Assessment

LEARNING ACTIVITY G.46-1
“ACKNOWLEDGING YOUR HERITAGE”

OBJECTIVE: To identify the background of the students in class

RESOURCES: Work Sheet—Learning Activity G.46-1

SUGGESTED TIME: 1–2 hours

DIRECTIONS:

1. Let students know they will be participating in an exercise that will provide them with a glimpse of the diversity within their group.
2. Review the work sheet for Learning Activity G.46-1 “Acknowledging Your Cultural Heritage” with the class.
3. Explain to them that they will be asked to identify a person in class that they will introduce.
4. Tell them they will have 30 minutes to complete the questionnaire.
5. When they come back to the group they will be asked to introduce the other person to the larger group.
6. You are encouraged to use the exercise as an opportunity for students to begin to see in a new way, to begin to identify cultural issues that they may share or may be different among them.

DISCUSSION QUESTIONS:

1. What were issues that stood out to you in the introductions?

2. What were the cultural issues?

3. What observations did you make from what you heard?

4. What does this mean to you?

LEARNING ACTIVITY G.46-1
“ACKNOWLEDGING YOUR HERITAGE”
WORK SHEET

1. What ethnic group, socioeconomic class, religion, age group, and community do you belong to?

2. What experiences have you had with people from ethnic groups, socioeconomic classes, religious, age groups, or communities different from your own?

3. When you were growing up, what did your parents and significant others say about people who were different from your family?

4. What cultural factors in your background might contribute to being rejected by members of other cultures?

5. What personal qualities do you have that will help you establish interpersonal relationships with persons from other cultural groups? What personal qualities may be detrimental?

LEARNING ACTIVITY G.46-2
“HOW AM I DIFFERENT?”

OBJECTIVE: To examine how people think differently about diversity issues

RESOURCES: Work Sheet—Learning Activity G.46-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity G.46-2.
2. Allow students time to respond to the statements.
3. Use student responses to conduct a class discussion. Talk about the differences that they indicated in their responses.

LEARNING ACTIVITY G.46-2
“HOW AM I DIFFERENT?”
WORK SHEET

Though we usually think of others as different from us, it is just as true that *we are different from them*. Below are some common ways we differ from others. Each is followed by an unfinished phrase or two that can help us see how we think about these differences.

Read each description and finish the phrase. Don't search for a correct answer; just write the first response that comes to mind. The voice you hear is your cultural upbringing, even though you may have second thoughts about what it says.

GENDER

Because we are born male or female the world treats us differently. The culture in which we are raised teaches us how to be feminine or masculine.

A real man is

A real woman is

FAMILY

The family group makes its own rhythms, customs and rituals.

At our house we usually

Our family celebrates

AGE

The generation we grow up in experiences the world in its own unique way.

People of my age

RACE

How society views the characteristics that result from genetic similarities.

I am seen as belonging to _____ race because:

NATIONALITY AND ETHNICITY

How we talk about ourselves as citizens of a certain country, or as a people with a common heritage of culture, belief and language.

As a _____ (nationality) I learned

GEOGRAPHY, REGION

Distinctions we make about ourselves and others on the basis of which part of a country we live in or come from.

Where I come from, people

BELIEF

How we see ourselves and others because of our religion or philosophy of life. We fall into groups defined by common faith or personal conviction about who we are and why we are in this world.

Deep in my heart I believe

Before you continue, read over what you have written and jot in the margin one benefit you have received or strength you have gained from being part of each cultural group.

(Source: *Working Together: Succeeding in a Multicultural Organization*)

LEARNING ACTIVITY G.46-3
“EXPAND YOUR COMFORT ZONE”

OBJECTIVE: To help examine the contacts with others that causes discomfort or stress

RESOURCES: Work Sheet—Learning Activity G.46-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity G.46-3.
2. Give students a chance to respond to the questions.
3. Conduct a class discussion.

LEARNING ACTIVITY G.46-3
“EXPAND YOUR COMFORT ZONE”
WORK SHEET

DIRECTIONS: The following worksheet will help you examine the contacts you have with different people that make you uncomfortable, cause stress, leave you less effective or lead you to act unfairly. If you find it difficult to think of situations, ask people who see you interact with others and whom you trust to be honest with you.

1. With whom am I uncomfortable? What type of person disturbs me in some way?

2. When dealing with such people, what causes me to react negatively?

3. What reactions do I have? What do I say to myself? How do I feel?

DIRECTIONS: On a scale of one to five, how much does this disable or hinder me from collaborating, dealing effectively with issues, or giving this person fair treatment?

1 = minor – by becoming aware of it, I can usually put it aside,

5 = major – the situation seems to take over and I don't feel like I have any control over it or any skills to deal with it.

1-----2-----3-----4-----5

1. How might I make a change? Who might give me information, feedback or support to improve my performance?

LEARNING ACTIVITY G.46-4
“DIVERSITY COMMUNICATION PLANNER”

OBJECTIVE: To use the Diversity Communication Planner to respond to a diversity situation

RESOURCES: Work Sheet—Learning Activity G.46-4

SUGGESTED TIME: 2 hours

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity G.46-4.
2. Break students into groups of 3-4.
3. Ask each group to select a diversity category and write a conflict situation for another group to respond to. Enough information should be provided so that another group can react to it.
4. After the conflict situations have been written, have groups exchange their situations.
5. Groups will then read the diversity conflict situation written by another group. They should use the Diversity Communication Planner to organize their response to the situation.
6. Have groups share the diversity situations and the responses on the Diversity Communication Planner with the rest of the class.

LEARNING ACTIVITY G.46-4
“DIVERSITY COMMUNICATION PLANNER”
WORK SHEET

Group members:

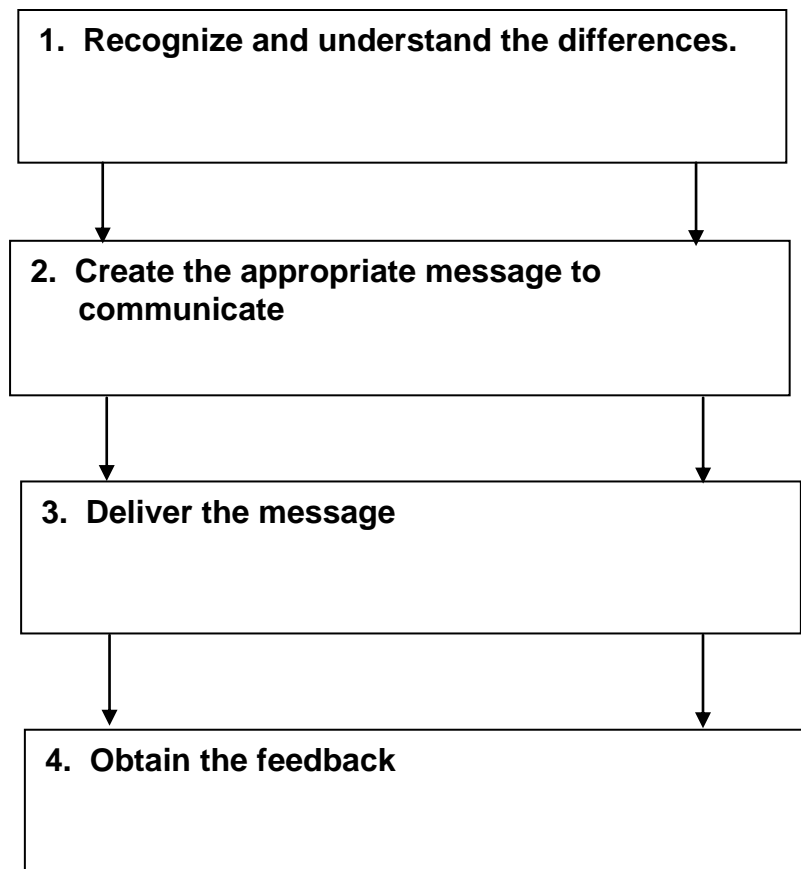
DIRECTIONS: Choose one of the diversity categories from below and develop a conflict situation for another group to address.

Diversity Categories:

- People from different racial backgrounds
- People with different religious beliefs
- People with disabilities
- People with different ethnic backgrounds
- People with differing educational levels
- People with differing economic levels
- Other differences: _____

Group members:

DIRECTIONS: The *Diversity Communication Planner* is a helpful tool, useful for planning and preparing for effective communication with a diverse work group. Read the diversity situation you have been provided with and organize your response to the situation using the planner.



(Source: *Communicating in a Diverse Workplace*)

LEARNING ACTIVITY G.46-5
“DIVERSITY SCAVENGER HUNT”

OBJECTIVE: To review major concepts of managing diversity issues

RESOURCES:

- Work Sheet—Learning Activity G.46-5
- A room in which students can comfortably be seated
- Access to participants’ offices or homes, a shopping mall, or other areas where participants can conveniently locate items to depict the concepts listed on the work sheet
- A table approximately 6’ x 2’

SUGGESTED TIME: 2–3 hours

DIRECTIONS:

1. Distribute the work sheet for Learning Activity G.46-5 and review the list of Scavenger Hunt Items.
2. Form teams of four or five.
3. Instruct them to locate and bring back items that **symbolize** five of the concepts on the list.
4. Suggest that they have fun, be creative, and if they borrow anything to be sure to return it. (Two hours.)
5. Help teams to display their items when they return from the hunt.
6. Ask each team to show and explain their items.

DISCUSSION QUESTIONS:

1. What did you learn about the concepts of diversity?

2. What did you learn about teamwork?

LEARNING ACTIVITY G.46-5
“DIVERSITY SCAVENGER HUNT”
WORK SHEET

Scavenger Hunt Items

Directions: Please locate and bring back items that **symbolize, represent, or make some statement** about five of the following concepts:

1. Discrimination
2. Prejudice
3. People with disabilities
4. Race
5. Gender
6. Age
7. Ethnic foods
8. Valuing differences
9. Skill to manage diversity

(Source: *Diversity Activities and Training Designs*)

LEARNING ACTIVITY G.46-6
“JOURNAL WRITING”

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

RESOURCES: Work Sheet—Learning Activity G.46-6

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.

3. 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 G.46-6
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY G.46-7
“SERVICE LEARNING”

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

RESOURCES: Learning Activity G.46-7

DIRECTIONS:

1. Identify the type of support linkage that 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	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	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

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

READING ACTIVITY G.46

“GET OFF MY BACK”

OBJECTIVE: To read with comprehension and recall

RESOURCES: Reading Activity G.46

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity G.46.
2. Direct the students to read the activity.
3. Have students answer the recall questions.
4. Have students share their answers with the class.
5. Discuss the Reading Activity with the class.

“GET OFF MY BACK”

I was fired today, but it really doesn't matter to me. I didn't like the job anyway. Really, the work wasn't too bad. I just couldn't get along with Mr. Hanley, my boss. He always had me doing the worst jobs. I was beginning to feel like I was his personal "gofer." Whenever there was something to be done that was dirty or extra hard, he'd say, "Ling, take care of that for me." I was getting sick of always being the one who had to "take care of" things for him. After all, there were six other people working for him.

The place where I worked was a frozen custard stand. In the back they sell hamburgers. I only started three months ago. Mr. Hanley had me cooking hamburgers and serving at the back windows. Anytime he would see me standing around he'd say, "Ling, take care of the trash for me." This meant I had to walk around the parking lot and pick up all the cups and straws and things. Just because the others had been working there longer than me, they didn't have to do that. I don't think that's right.

Another thing was the rest rooms. You know what that's like. Every morning: "Ling, how about taking care of the rest rooms." I was hired to cook, not to be a janitor! Sometimes I would cook 20 hamburgers at a time. That way I would have enough ready so that I could take a break just for a little while. You know, I'd have a cigarette or something. But no, as soon as Mr. Hanley saw me sitting down it was "Take care of the windows" or "Take care of the Coke machine."

Finally it came to a showdown. Mr. Hanley called me into his office. He said some of the other employees had told him I was unhappy. So I told him that I shouldn't have to do all the dirty work. "It's part of the job," he said. I asked him why none of the others had to do the extra jobs. He said that the longer you work for him, the better the jobs you get. He also told me that the next time something was bothering me I should tell him right away.

All my anger was really built up. As I walked out of his office, Mr. Hanley told me to mop the kitchen. I flew off the handle and told him "No!" He smiled and told me to calm down. I said, "Will you quit dumping your rotten jobs on me? I'm not your flunky! The only reason I get all the lousy jobs around here is because I am a female!", shouted Ling. "I'm sick of all the

dirty work. You guys can do your share around here,” she continued. Everyone in the whole place heard this.

Mr. Hanley stood there, stared for a minute, and then said, “Ling, punch the time clock; you’re fired.”

By that time, I didn’t even care. It wasn’t right for him to expect me to do that much. I had to let him know how I felt.

Two Days Later

“Ling, how’s it going?” asked Jose. “Found another job yet?”

“No,” said Ling “but I’m glad I’m not working for Mr. Hanley anymore, that...”

“Now, now, Ling, Mr. Hanley is an o.k. guy. And you have to admit the tips you get there are great. Last Friday and Saturday I made \$105.00 in tips alone!”

“I know the money was great, but you guys—Reubin, Jock, Juan, Ivan and the rest, didn’t have to pick up the trash, clean the restrooms. You know—all those “women’s jobs.”

“Ling, that’s what we all have been trying to tell you. We ALL did those crappy jobs when we started,” said Jose. “You weren’t asked to do those jobs because you are a female, you were the last one hired,” continued Jose.

“You mean Mr. Hanley had you guys doing the trash pick up, restrooms, etc.?” inquired Ling.

“We tried to tell you but you kept bringing up this ‘because I am a woman stuff,” exclaimed Jose.

“I owe Mr. Hanley a big apology. I think I will stop over on Thursday,” said Ling.

READING RECALL

PART I

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

1. At work, Ling had to
 - a. _____ park the cars.
 - b. _____ sit around with nothing to do.
 - c. _____ do all the extra jobs.

2. The boss knew Ling was unhappy because
 - a. _____ Ling never smiled.
 - b. _____ the other employees told him so.
 - c. _____ Ling said she was going to quit.

3. The boss fired Ling because she
 - a. _____ talked back to him.
 - b. _____ was lazy.
 - c. _____ didn't like doing all the extra work.

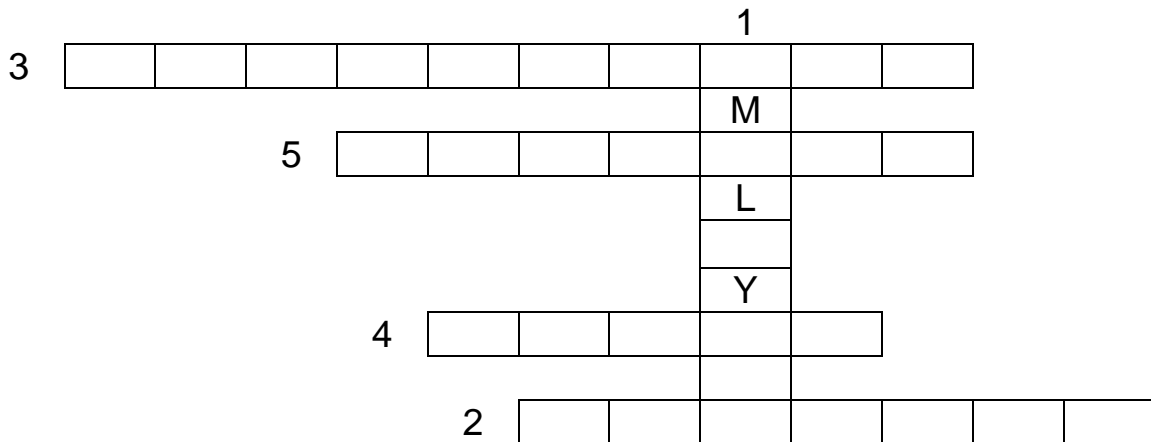
4. Ling discovered that
 - a. _____ everyone had to do the "crappy" jobs at the start.
 - b. _____ she had to do the "crappy" jobs because she was a woman.
 - c. _____ Mr. Hanley also picked up the trash.

5. Ling was going to
 - a. _____ ask for her job back.
 - b. _____ going to apologize to Mr. Hanley.
 - c. _____ file a lawsuit against Mr. Hanley.

PART II

DIRECTIONS: Use words from the story to answer the following and fill in the puzzle.

1. People who work for Mr. Hanley. _____
2. Ling worked at a _____ stand.
3. Ling cooked _____.
4. Word that means you lost your job. _____
5. Ling was _____ because she always had to do the odd jobs.



MATH ACTIVITY G.46
“MULTIPLICATION, DIVISION, AND WEIGHTS”

OBJECTIVE: To be able to work with weights and measures

RESOURCES: Work Sheet—Math Activity G.46

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY G.46
“MULTIPLICATION, DIVISION, AND WEIGHTS”
WORK SHEET

Multiplication, Division, and Weights

1. Mr. Hanley tells his employees that all hamburger patties must weigh 1 quarter-pound. One pound equals 16 ounces.

a. How many ounces are there in a quarter-pound?

b. How many quarter-pound hamburgers can be made from 10 pounds of hamburger?

c. Ten pounds of hamburger costs \$19.20. How much does each quarter-pound of hamburger cost?

2. Ling orders hamburger rolls for Mr. Hanley by the “gross.” A gross equals 144. If a gross of rolls costs \$28.80, how much does each roll cost?

3. Mr. Hanley told Ling to always slice a pound of cheese to get 32 slices. Ling found that she could nearly always slice a pound of cheese to get 32 slices. If a pound of cheese costs \$2.56, how much does each slice cost?

4. Ling can make 50 hamburgers in an hour. Mr. Hanley pays Ling \$8.25 per hour. How much does Mr. Hanley pay Ling for each hamburger she makes?

5. Mr. Hanley wants to know how much he should charge for a cheeseburger. To do this, he needs to know how much it costs him to make one cheeseburger. Use the answers to questions 1c through 4 to find out what each cheeseburger costs Mr. Hanley.

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. Diversity can be described in terms of such differences in others as:

2. a. What is culture?

 b. What is ethnicity?

 c. What is race?

3. Peoples' differences are based on a wide range of influences such as:

4. What brings different people together?

5. What are some barriers to harmony in diverse settings?

6. How can people develop interpersonal skills that make a difference?

7. Name some things that people can do to encourage healthy participation in situations with people from diverse backgrounds and experiences.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Diversity can be described in terms of such differences in others as:
 - Race
 - Gender
 - Age
 - Language
 - Disability
 - Culture
 - Geographic origin
 - Religion
 - Ethnic group
 - National origin

2.
 - a. What is culture?
 - **Culture** is the integrated pattern of human behavior that includes thoughts, communications, actions, customs, beliefs, values, and institutions of an ethnic, religious or social group.

 - b. What is ethnicity?
 - **Ethnicity** is sharing a strong sense of identity with a particular religious, racial, or national group.

 - c. What is race?
 - **Race** is a biological concept; it defines groups of human beings based on a set of genetically transmitted characteristics.

3. Peoples' differences are based on a wide range of influences such as:
 - Community
 - School
 - Politics
 - Business and workplace

- Religion
- Peers
- Family
- Neighborhood

4. What helps bring different people together?

- Get information about others
- Respect individual differences
- Be curious and ask questions
- Understand your own culture
- Value respect and have a sensitivity for the feelings and needs of others

5. What are some barriers to harmony in diverse settings?

- Discomfort with differences
- Biases against the unfamiliar
- Cultural baggage

6. How can people develop interpersonal skills that make a difference?

- Develop strategic communication – listening and responding skills
- Treat each person as an individual
- Test accuracy of assumptions

7. Name some things that people can do to encourage healthy participation in situations with people from diverse backgrounds and experiences.

- Realize that our diversity is one of our strengths, and we need to nurture it
- Make communication open and honest; minimize interruptions
- Respect people as individuals
- Recognize that people may approach problems differently; listen and consider other points of view
- Make provisions for a forum to discuss and resolve diversity issues, when needed

- Encourage new ideas
- Disagreements are to be non-judgmental
- Other persons' values are understood and appreciated
- As the sender of the information, pay attention to how people are responding to your efforts at influencing and motivating. Ask yourself: "Are people interpreting my message the way I expected, given their diverse differences?"

ANSWER KEY
READING ACTIVITY

PART I

1. At work, Ling had to
 - a. _____ park the cars.
 - b. _____ sit around with nothing to do.
 - c. x do all the extra jobs.

2. The boss knew Ling was unhappy because
 - a. _____ Ling never smiled.
 - b. x the other employees told him so.
 - c. _____ Ling said she was going to quit.

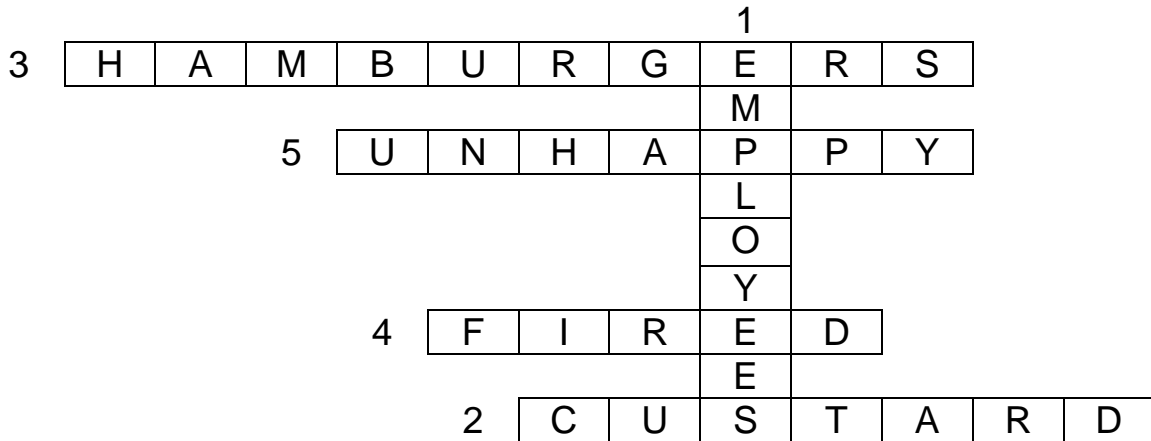
3. The boss fired Ling because she
 - a. x talked back to him.
 - b. _____ was lazy.
 - c. _____ didn't like doing all the extra work.

4. Ling discovered that
 - a. x everyone had to do the "crappy" jobs at the start.
 - b. _____ she had to do the "crappy" jobs because she was a woman.
 - c. _____ Mr. Hanley also picked up the trash.

5. Ling was going to
 - a. _____ ask for her job back.
 - b. x going to apologize to Mr. Hanley.
 - c. _____ file a lawsuit against Mr. Hanley.

PART II

1. People who work for Mr. Hanley. _____
2. Ling worked at a _____ stand.
3. Ling cooked _____.
4. Word that means you lost your job. _____
5. Ling was _____ because she always had to do the odd jobs.



ANSWER KEY
MATH ACTIVITY

1. a. 4 oz.
 b. 40
 c. 48¢ or \$0.48

2. 20¢ or \$0.20

3. 8¢ or \$0.08

4. 7¢ or \$0.07

5. 76¢ or \$0.76