

APPLY CRITICAL THINKING SKILLS



**COMPETENCY
CATEGORY:**

Life Survival Skills

**COMPETENCY
NUMBER:**

G.41

COMPETENCY:

Apply critical thinking skills.

OBJECTIVE:

Upon completion of this module, students will be able to apply critical thinking skills to a variety of everyday living situations.



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Published by JOBS FOR AMERICA'S GRADUATES, INC.

1729 King St., Suite 100

Alexandria, VA 22314

Tel. 703.684.9479 • Fax. 703.684.9489

Printed in the United States of America

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

Tel. 972.691.4486 • Fax. 972.874.0063 • www.jag.org

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INTRODUCTION

- State the module topic and review module objective.
- Discuss the following question—“Does anyone know what critical thinking is?”
- It is the ability to collect information and make a thoughtful decision or judgment based on that information.
- Has anyone ever taught you HOW to think critically? Or shared a few tricks you might be able to use in order to think more critically?
- We will address these questions and many others as we complete this module entitled- “Apply Critical Thinking Skills.”

Administer Pre-Assessment

OUTLINE

- A. Developing critical thinking skills
1. There are 4 techniques for developing and improving your critical thinking skills.
- B. The first technique is attention recognition.
1. Attention to recognition is paying attention to important characteristics or attributes of things, people, or situations so we can recognize the type of object or situation we are in.
 2. We use recognition skills to help us think about how we want to use an object, interact with a person, or act in a situation.
 3. This is an important basic thinking skill and it is fun to practice.

COMPLETE LEARNING ACTIVITY G.41-1 “ATTENTION TO CHARACTERISTICS”

- C. The second technique is to analyze your environment.
1. Analysis is dividing something up into its parts so it can be better understood.
 2. We analyze something in order to respond to it or describe it to others.
 3. We can analyze something in two ways:
 - a. Divide it into its obvious parts (like parts of the body).
 - b. Describe its qualities (i.e., size, shape, color, etc.).
 4. To analyze, you ask the basic question – “How can I divide this up?”

COMPLETE LEARNING ACTIVITY G.41-2
“ANALYZING THE ENVIRONMENT”

- D. A third technique is to make comparisons.
1. To compare, you think about the characteristics, functional parts, and qualities of two or more things to determine what they have in common.
 2. Comparing helps us make judgments and evaluate situations.

COMPLETE LEARNING ACTIVITY G.41-3
“MAKING COMPARISONS”

COMPLETE LEARNING ACTIVITY G.41-4
“COMPARING TWO JOBS”

COMPLETE LEARNING ACTIVITY G.41-5
“COMPARING JOBS IN THE COMMUNITY”

- E. The fourth technique involves using the Plus, Minus, and Interest (PMI) principles.

1. DeBono's CoRT Thinking™ curriculum presents several "tricks" to improve critical thinking skills.
2. These "tricks" can assist you in analyzing and evaluating information.
3. The PMI principles
 - a. PMI is important because, without it, you may reject a valuable idea that seems bad at first.
 - b. Without PMI you are very unlikely to see the disadvantages of an idea that you like very much.
 - c. PMI can show that ideas are not just good or bad but can also be interesting if they lead to other ideas.
 - d. Without PMI most judgments are based not on the value of the idea itself but on your emotions at that time.
 - e. With PMI you decide whether or not you like the idea after you have explored it instead of before.

COMPLETE LEARNING ACTIVITY G.41-6
"WHAT'S A PMI?"

COMPLETE READING ACTIVITY G.41
"THE MESSAGE IS CLEAR, I THINK"

COMPLETE MATH ACTIVITY G.41
"THE SHAPE OF THINGS"

Administer Post-Assessment

LEARNING ACTIVITY G.41-1
“ATTENTION TO CHARACTERISTICS”

OBJECTIVE: To identify an object, person or situation by listening to attribute clues

RESOURCES:

- Work Sheet—Learning Activity G.41-1
- Flip chart, flip chart paper, and markers

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Tell students that they are going to do some exercises to help them think about the characteristics of things, people, and situations as a way to develop recognition skills.
 - a. Who has a pet?
 - b. If the pet were lost, what characteristics of your pet would help you identify it?
 - c. Solicit answers (write these on the writing board or flip chart) and make the point that this is the type of thinking the group will be practicing.
2. Put students in groups (two, three, or four) to work on this exercise.
3. Using the work sheet for Learning Activity G.41-1, have students write in their answer as you read a list of characteristics of an object. (They are to write their answer opposite the clue number you have read.)
4. I want you to write down what you think I am describing with each clue I give. Guess with each clue and then share your ideas with your team.
5. It's ok if your guesses are different from the other team members' guesses.

6. Using characteristics to recognize an object, slowly read these clues (give students time to compare guesses):

- Used in a kitchen
- Often kept in a drawer
- Kept away from small children
- Does not need electricity
- Comes in many sizes
- Most people use one every day
- Fits in your hand
- It is sharp.

7. Have each team give their guess before you give the answer.
(Answer: knife)

8. Using characteristics to recognize a job, read the following clues slowly, giving students time to compare their answers:

- It's a specific job.
- This job makes the person holding it famous.
- Involves a lot of travel
- A person cannot hold this job for more than 8 years.
- If you hold this job you will live on the east coast.
- No women have held this job.
- The job comes with a house.
- The job makes you one of the most powerful people in the world.

9. Have each team give their guess before you give the answer.
(Answer: President of the U.S.)

10. Using characteristics to recognize an activity, this time tell teams to take individual guesses and then compare their answers after clue 4 and 7:

- When you do this, you sometimes get to sit down.
- You stand up sometimes.
- You wear special clothes.
- You would not do this in Florida.
- Have to use special equipment

- It is a winter sport.
 - You use poles. (Answer: skiing.)
11. Using characteristics to recognize a common activity, tell students to try this one on their own:
- You see other people when you do this.
 - Most people don't like to do this.
 - You can do this indoors or outdoors.
 - Sometimes you do this in the grocery store.
 - Sometimes you do this to buy a concert ticket.
 - You often pay money after you do this.
 - It involves waiting. (Answer: standing in line.)
12. Ask students to develop their own "characteristics list."
13. Assign each team an object or situation to describe; remind them to start with general characteristics and to gradually become more specific.
14. Choose from these examples: school, a basketball game, milkshake, sports car, sun glasses, radio, a snow storm (ask students to identify about 6-8 characteristics for each).
15. When the groups are finished, have each group read their clues to the class. Call on students to make guesses after each clue.
16. Repeat the exercise having students choose something of their choice and develop a list of "characteristics" (clues).

DISCUSSION QUESTIONS:

1. How did your thinking change as the clues changed? (Point out that the clues went from general to more specific.) In clue 1 you could consider many more possibilities than you could in clues 7 or 8.

2. How can you use this technique in your everyday lives?

LEARNING ACTIVITY G.41-1
“ATTENTION TO CHARACTERISTICS”
WORK SHEET

DIRECTIONS: As the clues are read, write in your guess as to what is being described. Guessing is encouraged.

Using characteristics to recognize an object:

Clue 1. _____

Clue 2. _____

Clue 3. _____

Clue 4. _____

Clue 5. _____

Clue 6. _____

Clue 7. _____

My final guess is _____

Using characteristics to recognize a job:

Clue 1. _____

Clue 2. _____

Clue 3. _____

Clue 4. _____

Clue 5. _____

Clue 6. _____

Clue 7. _____

Clue 8. _____

My final guess is _____

Using characteristics to recognize an activity:

Clue 1. _____

Clue 2. _____

Clue 3. _____

Clue 4. _____

Clue 5. _____

Clue 6. _____

Clue 7. _____

My final guess is _____

Using characteristics to recognize a common activity:

Clue 1. _____

Clue 2. _____

Clue 3. _____

Clue 4. _____

Clue 5. _____

Clue 6. _____

Clue 7. _____

My final guess is _____

My team's "characteristics list":

Object: _____

Clue 1. _____

Clue 2. _____

Clue 3. _____

Clue 4. _____

Clue 5. _____

Clue 6. _____

Clue 7. _____

LEARNING ACTIVITY G.41-2
“ANALYZING THE ENVIRONMENT”

OBJECTIVE: To analyze objects or situations

RESOURCES:

- Flip chart, flip chart paper, and markers
- Model sports car or picture of a sports car
- Work Sheet—Learning Activity G.41-2
- Wristwatch, telephone, computer, athletic shoes, book, etc.
- Pictures of the items above will work as a back-up

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Assign students to groups of two, three or four.
2. Show the model car or a picture of the sports car and lead students into analyzing the car into its **obvious** or **functional** parts (doors, windows, steering wheel, seats, engine, tires, etc.).
3. Ask students to analyze the **qualities** of the car (expensive, fast, color, make, model, new, domestic, import, etc.).
4. Give each team one of the other objects to analyze.
5. Have students complete the work sheet for Learning Activity G.41-2.
6. After approximately 10 minutes, ask each group to report the number of functional parts and qualities they identified.
7. Write the name of the item being analyzed and the number of parts for each team. On the writing board or flip chart repeat the exercise with another item.
8. After the second analysis exercise, call on groups to list the functional parts they identified and the qualities they found for their object.
9. Have students develop an analysis on what they have to do to get to

school.

Example: Functional analysis

- Getting up
- Getting dressed
- Combing hair and brushing teeth
- Finding books and supplies
- Eating breakfast
- Making plans for lunch – take or eat at school
- Getting to school
- Walking into the school building

Example: Qualities analysis

- Time you get up
- Late, early, or on-time
- How you look
- How prepared you are
- How you feel (tired, worried, excited, etc.)

10. Have teams develop an analysis of a relevant situation.

Note to Specialist: Develop your own examples or choose from the following: babysitting, becoming an NBA star, getting into college, going on a trip, applying for a job, or studying for a test.

11. After the second analysis has been completed, call on groups to list the functional parts and qualities they found.

DISCUSSION QUESTION:

1. How can analysis help you in your daily lives?

LEARNING ACTIVITY G.41-2
“ANALYZING THE ENVIRONMENT”
WORK SHEET

1. Name of thing being analyzed _____

Obvious or functional parts:

Qualities:

2. Name of thing being analyzed _____

Obvious or functional parts:

Qualities:

3. Name of situation being analyzed _____

Obvious or functional parts:

Qualities:

4. Name of situation being analyzed _____

Obvious or functional parts:

Qualities:

LEARNING ACTIVITY G.41-3 **“MAKING COMPARISONS”**

OBJECTIVE: To analyze two objects or situations in order to determine what they have in common

RESOURCES:

- Work Sheet—Learning Activity G.41-3
- Sample items for comparison such as a belt and hat, pictures of a car and truck, pictures of summer and winter scenes, etc.

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. You are going to be building on the thinking skills you have been practicing so far. Think about the characteristics, functions, and qualities of two different objects or situations to determine how they are alike and different.
2. Put a grid with two columns on the board. Label the first column: Dog and the second column Cat.
3. Have students list characteristics, qualities, and functional parts of a dog. Stop after there are 10 items listed.
4. Have students match each item with a description of a cat.
5. When grid is completed, have the class make summary statements referring to what is “alike” and what is “different”.

SAMPLE GRID

Dog	Cat
Animal	Animal
Four legs	Four legs
Paws	Paws
Barks	Meows
Can be trained to do tricks	Difficult to train
Swims	Fear of water
Hunts	Hunts
Has to go outdoors	Can live indoors
Hair	Fur

Note to Specialist: Point out that a dog and a cat are alike because they are both animals with four legs and paws, and they hunt. A dog and a cat are different because one likes to swim and the other is afraid of the water.

- Put students in teams and assign each the first part of the compare activity (e.g., describing a belt). Once students have listed 8 or more characteristics of the object, give them the second object they will compare it to. Sample items:
 - Belt - hat
 - Child - adult
 - Summer – winter scene
 - Truck – car
 - Book – movie

Note to Specialist: Give the first item in the pair first and have students analyze it before giving them the second.

- When students finish, ask them to develop a summary of "alike" and "different" statements. Have volunteers read their lists to the class.
- As a group, do a comparison activity on a situation – being a student vs. being an employee. Use the procedure described above.
- Assign student teams the comparison activity – being a movie star and being President.

10. Make a master list based on the work of all teams on the board.

DISCUSSION QUESTION:

1. How can finding how things and situations are “alike” and “different” help you make judgments?

Exercise 2:

Summary:

How are these two things alike?

How are these two things different?

LEARNING ACTIVITY G.41-4
“COMPARING TWO JOBS”

OBJECTIVE: To observe two different jobs and determine how they are alike and different

RESOURCES:

- Work Sheet—Learning Activity G.41-4
- Role play volunteers
- Props for role playing a wait person and a construction helper: e.g., pad, paper, apron, drinking glasses, water pitcher, sponge, broom, wooden boards, bricks

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS/DISCUSSION:

Note to Specialist: Select a few students before the session begins to assist with the role-play activity. Gather the necessary props (simulating jobs of a wait person (Role play #1) and a construction helper (Role play #2). Practice before class begins.

1. Ask students to observe the role play and write down as many characteristics, functions, and qualities of the two jobs as they can.
2. Role play 1:
 - a. Have students role play customers seated at the table of a pizza parlor. Wait person should take their order, pour water, talk to the customers, serve them pizza, give them a bill, take payment, give them change, and clean the table.
 - b. Wait person should stay in role and let students interview him/her about the job. Students should take notes.
3. In pairs, have students list the characteristics, functions, and qualities of the wait person’s job.
4. Draw a copy of a grid on the writing board. Gather responses from each group as to the characteristics, functions, and qualities of the job.

5. What are the most important characteristics, functions, and qualities observed?
6. Have pairs decide what they think are the most important factors discussed, then have them list these on the work sheet for Learning Activity G.41-4.

SAMPLE GRID:

Wait Person	Construction Helper
Talks to customers	
Makes change	
Clears table	
Writes down order	
Pours water	
Stands and walks	
Has a lot of different things to do	

7. Have two pairs of students compare their charts.
8. Role play 2:
 - a. You are a construction helper. Other students can role play being carpenters, brick layers, and a foreman.
 - b. Have students ask the construction helper to bring lumber, move bricks, sweep an area, find out when the lunch truck arrives. Talk about how hot it is.
9. Construction helper should stay in role and allow students to interview him/her.
10. Use the grid on the work sheet to gather student responses.
11. Have student pairs complete their grids, match observations and list “alike” and “different” statements.
12. As a group, describe important ways that these two jobs are “alike” and “different”.

LEARNING ACTIVITY G.41-5
“COMPARING JOBS IN THE COMMUNITY”

OBJECTIVE: To observe two different jobs in the community and determine how they are alike and different

RESOURCES:

- Work Sheet—Learning Activity G.41-5
- Flip chart, flip chart paper, and markers

SUGGESTED TIME: 3 to 4 hours

DIRECTIONS:

1. Preparation:
 - a. Arrange with two job sites to bring the class to observe and to have an employee or manager talk to students after the observation.
 - b. Remind students to follow the same procedure they did in the previous class when the jobs were role played.
 - c. Distribute the work sheet for Learning Activity G.41-5.
2. Activity:
 - a. Pair students to take observation notes at the first job site.
 - b. Allow students to ask the employee/manager questions at the end of the observation.
 - c. Repeat the same procedures at the second job site.
3. Debriefing:
 - a. Upon returning to class, have student pairs identify 6 to 10 important characteristics, functions or qualities of each job.
 - b. Have the pairs complete the work sheet for Learning Activity G.41-5.
4. Discuss the chart with student pairs.
5. Have each pair put their comparisons on flip chart paper. Encourage students to be creative and illustrate points.

6. Display charts and allow students to determine how the information on the charts is “alike” and “different”.

DISCUSSION QUESTION:

1. Did all pairs consider the same information important? Why or why not?

LEARNING ACTIVITY G.41-5
“COMPARING JOBS IN THE COMMUNITY”
WORK SHEET

Job Site 1

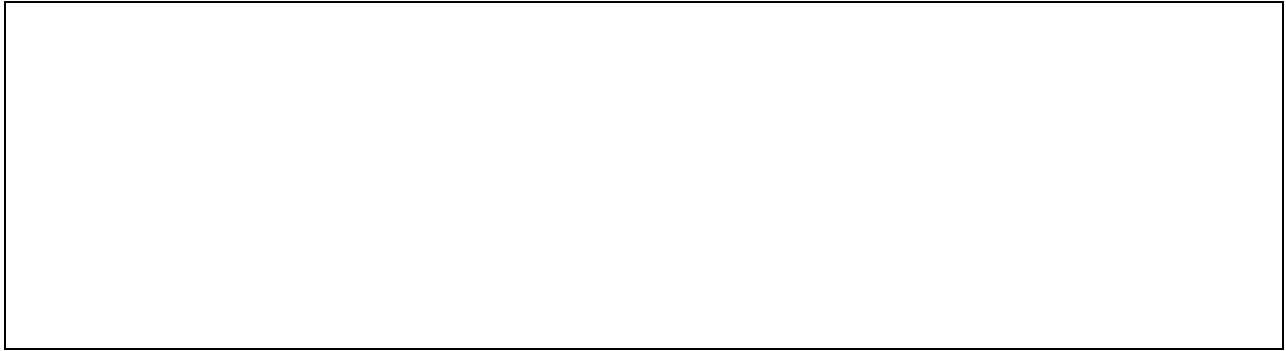
Observations:

Interview:

Job Site 2

Observations:

How are these two jobs different?



LEARNING ACTIVITY G.41-6
“WHAT’S A PMI?”

OBJECTIVE: To demonstrate the ability to apply the principles of PMI (Plus, Minus, Interest)

RESOURCES:

- Work Sheet—Learning Activity G.41-6
- Flip chart, flip chart paper, and markers

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS/DISCUSSION:

1. Ask a student to share a good idea they had in the last week or so. Why do you think this was a good idea?
2. Ask someone to share a “bad” idea they’ve had. Why do you think this was a bad idea?
3. Share an interesting idea, such as: “There should be a special TV channel for young adults only.” (This is an interesting idea because it is neither good nor bad.)
4. Present the following example to students:
IDEA: All jobs should require a uniform or work clothes.
 - a. What are the “good” things about this idea?
 1. You don’t have to worry about what to wear.
 2. You can easily spot employees.
 3. You can save wear and tear on your own clothes.
 - b. What are the “bad” things about this idea?
 1. Employee can’t look the way he/she wants.
 2. The clothes may have to be laundered more often.
 3. You might be charged for the clothes.

- c. What are the “interesting” aspects of this idea?
1. Employees could compete for the best looking uniforms.
 2. A whole new business may grow from making uniforms.
 3. People might choose jobs based on the uniforms they will wear.
5. Introduce the work sheet for Learning Activity G.41-6 by reading:
- P: Plus- The good things about an idea – why you like it.
M: Minus- The bad things about an idea – why you don’t like it.
I: Interest- What you find interesting about an idea.
6. Help students make the connection to PMI by having them define each response to an example as a “P”, “M,” or “I”.
7. Instead of just saying that you like an idea or don’t like it, you can use PMI. When you use PMI you give the good points first, then the bad points, and then the points which are interesting. You can use PMI as a way of treating ideas, suggestions and proposals.
8. Have students read (Activity A) from the work sheet for Learning Activity G.41-6.
9. On the board or flip chart draw three columns and label them: P, M, and I. Write one Plus, one Minus, and one Interesting point about the idea, then have students add two more points in each column.
10. Each student should fold a sheet of paper to make three columns and complete the work sheet for Learning Activity G.41-6 (Activity B).
11. Discuss the Pluses, Minuses and Interesting points related to working with people.
12. When might it be most useful to use PMI?

LEARNING ACTIVITY G.41-6
“WHAT’S A PMI?”
WORK SHEET

DIRECTIONS: Instead of just saying that you like an idea or don’t like it, you can use PMI. When you use PMI you give the good points first, then the bad points, and then the points which are interesting. You can use PMI as a way of treating ideas, suggestions and proposals.

P: Plus, the good things about an idea – why you like it.

M: Minus, the bad things about an idea – why you don’t like it.

I: Interest, what you find interesting about an idea.

Activity A

Scenario: *Since you started work, your supervisor meets with you once a week. Otherwise you’re left on your own.*

Activity B

Scenario: *A new law is suggested to pay teenagers \$10.00 an hour for the work they do.*

READING ACTIVITY G.41
“THE MESSAGE IS CLEAR, I THINK”

OBJECTIVE: To read with comprehension and recall, identify supportive information, and identify main points

RESOURCES:

- Reading Activity G.41
- Phone message pads
- Telephones (optional)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy the work sheets included with this activity and distribute them to each student.
2. Have the students read “The Message is Clear, I Think.”
3. Without the use of the story, have the students complete “Memo” Recall Questions to check for recall. Emphasize to the students that they should answer the questions as quickly as possible.
4. Review the answers for “Memo” Recall Questions.”
5. Working in pairs, have the students complete “How Do I Know?” and review the answers as a class.
6. Working in pairs, have the students complete “Take a Call.” If phones are not available, have the students pretend they are on the phone for realism.
7. Have the students share their answers. Let others critique and offer suggestions. Ask if any had unusual ad-libs, insightful questions, did a “really good” job, etc.

"THE MESSAGE IS CLEAR, I THINK"

"Helloooo... No,... no, Mr. Kaline's not here... Oh, no kidding... Yeah, I'll be sure to tell him," Al spoke into the telephone receiver sounding as authoritative as he could. "Boy, this is a piece of cake," he thought to himself after hanging up, "I could handle this job with no problem!" Al usually worked in the warehouse as a delivery man, but with the secretary out of town on an emergency, everyone was pitching in to cover the phones. Al watched the office in-between deliveries.

Soon, Mr. Kaline stepped in. "Got any messages for me, Al?" he asked.

"Oh yeah, they need some more tubing at one of the job sites," Al reported.

"Which one?" Mr. Kaline asked.

"I dunno," said Al, trying to think, "can't remember that he told me. Oh, and your wife called and said someone was coming to visit."

"Is it my mother-in-law?" Mr. Kaline asked nervously.

"Gosh, I can't remember," said Al, now fully aware that he was beginning to look a little incompetent. He quickly went on to his next message. "Oh, you'll like this; it's good news," said Al enthusiastically, "This guy called and said he was ready to make the biggest purchase this company has ever seen!" Then, just to cover himself a little, he assured Mr. Kaline, "The man said you knew his number."

"All right! Yes!" exclaimed Mr. Kaline, "This may be the break we need! What's his name?"

Al's eyes widened as his mind went to a blank screen. He couldn't speak.

"You didn't get his name? YOU DIDN'T GET HIS NAME?!" Mr. Kaline questioned.

"I didn't get his name," Al managed to speak in a weak voice.

Mr. Kaline looked at Al as if he were possibly possessed by aliens. He grabbed him by the shoulders and shook him violently. "What have you

done with Al?!” he screamed. Mr. Kaline made an effort to regain control. “Listen Al,” he said, putting his hand on Al's shoulder, “People may think that running this front desk is easy, but it requires a lot of thinking and quick decision making. When someone calls, the person that answers the phone needs to determine who the person is, if they are happy or upset, what they want and any other information that can be decided as important by the person handling the call. And *above all*, if anyone calls, especially if it has anything to do with company operations, money, my mother-in-law, or anything else that might possibly decide the future of this company, ask the right questions and WRITE IT DOWN!”

The next day Mr. Kaline had to leave the office again. He glanced to see who was running the office. It was Al. A moderate amount of panic began to cover Mr. Kaline's face.

“I know, I know,” Al reassured him, “I’ll ask the right questions. I’ll write it down.”

About three hours later, Mr. Kaline returned. “Any messages?” he asked?

“Oh yeah, a ton of 'em. But, don't worry, I've got a lot of information and I wrote it all down,” Al said calmly, “I can't believe how many people called.”

“Well, I can see that. After all, we are a growing business in the community,” Mr. Kaline said, bragging a little and showing his pride, “Who called? Was it a top businessman, the Chamber, the mayor?”

“Oh, no,” responded Al quickly, “MasterCard, Better Business Bureau, your mother-in-law, Credit Collections...” said Al, his voice trailing off.

Mr. Kaline groaned, “I don't know which is worse.”

RECALL QUESTIONS

DIRECTIONS: Without using the story, answer the following questions about “The Message is Clear, I Think” as quickly as possible.

1. What is the name of Al’s boss?

2. Where did Al usually work?

3. Why was everyone pitching in to cover the phones?

4. One of the job sites called in and needed more _____.

5. _____ called in to say that someone was coming to visit.

6. One caller had left a message that was “good news.” What was the “good news?”

7. Al’s boss thought that Al might be possessed by _____.

8. What two main things did Al’s boss tell him that needed to be done when taking phone messages?

9. How did Al's boss feel the next day when he saw Al running the office again?

10. Al's boss was out of the office _____ hours the second day.

11. What things did Al do the second day when taking messages?

12. Name two of the people/companies that called on the second day.

How Do I Know?

DIRECTIONS: Each of the following statements represents a fact or conclusion from the story “The Message is Clear, I Think.” For each statement, find supporting statements or evidence that proves the statement is a fact or a reasonable conclusion:

1. Al was not experienced receiving messages for an office.

2. Mr. Kaline did not have a good relationship with his mother-in-law.

3. Running a front desk is more difficult than most people think.

4. The second day, Mr. Kaline did not trust Al.

5. Mr. Kaline's company had some financial difficulties.

6. Al had good attitude qualities on his job.

TAKE A CALL

DIRECTIONS: The following scenarios are situations that a phone operator *might* have to face in certain cases. Role play each scenario as if you are on the phone. Working with a partner, take turns being the caller and the phone operator. The caller should ad-lib about the situation as the operator *asks the right questions* and writes down enough information to handle the situation and communicate to the right people. Phone operators should use the phone message pads. Be prepared to share what happened with your *call*.

1. *Caller:* (young child who has called randomly or dialed a wrong number) “My mommy is sick. She said something about her medicine and now she is just laying on the floor. Can you help my mommy?”

Phone operator: (secretary for construction firm)

2. *Caller:* (foreign business man who knows very little English and no understanding of US currency) “Hello... I mean... hello. I am Isiaqu Mientesh. I am having appointment with Mr. Smith, your company today, 11:00 in the a.m. I am here at nice hotel and am needing to know how to find your company location. I see no taxicabs... I don't know... how should I do?”

Phone operator: (Mr. Mientesh indeed has an appointment with Mr. Smith at 11.00 am. It is now 9:45 am. Mr. Smith will be in at 10:50 am. You are the only one in the office and cannot leave)

3. *Caller:* (Electric Power Company Employee) “Yeah. This is Mitch at New Town Power. We'll be disconnecting two of the four main power lines to your building pretty quick. Thought we'd call and let you know what was going on.”

Phone Operator: (Office desk manager for large insurance company - on 23rd floor, many computers in operation, etc.)

4. *Caller:* (Frantic day care worker) “Hello, this is Charnese from Happy Children Day Care. I cannot believe this. There has been an incident here at the day care. The police are all over the place. But listen, there must be about like 6 or 7 of the parents that work at your company and it’s real important that they know, but real important that they don’t come down here right now. I don’t know the last names because the kids are scared and won’t tell me, but one of the children with me told me a lot of their mom’s work there. The children’s name tags read: Jenny, April, Ryan, Phillip, Clara, Patsy, Billy, Wren, Kara and Temple. All of them may not have parents there, but I think some of them do. Can you tell the parents?”

Phone operator: (Front desk for large hotel complex - hint: think about what kind of questions parents might have and any other information that might help in narrowing the search for parents).

MATH ACTIVITY G.41
“THE SHAPE OF THINGS”

OBJECTIVE: To identify geometric principles

RESOURCES: Work Sheets—Math Activity G.41

SUGGESTED TIME: 1 hour

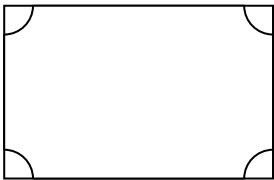
DIRECTIONS:

1. Make copies of the work sheets included with this activity and distribute them to each student.
2. Have the students complete “The Shape of Things” and review the answers.
3. Following the directions provided, divide the class into two teams and have the students participate in and complete the “Team Stumper” game.

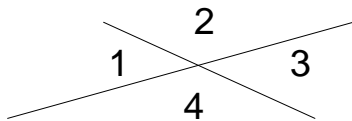
MATH ACTIVITY G.41
“THE SHAPE OF THINGS”
WORK SHEET

THE SHAPE OF THINGS

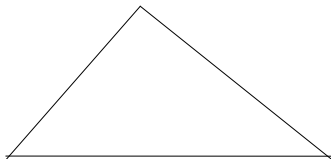
1. What is the total number of degrees of all of the angles in the following object?



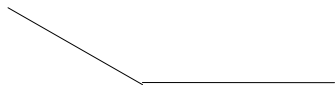
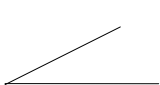
2. Which of the following angles are equal?



3. What is the total of all of the angles in the following object?



4. Identify the following kinds of angles:



5. How many degrees are in each angle of an equilateral triangle?

6. What is the formula used to calculate the area of a circle?

7. What is the formula used to calculate the area of a quadrilateral?

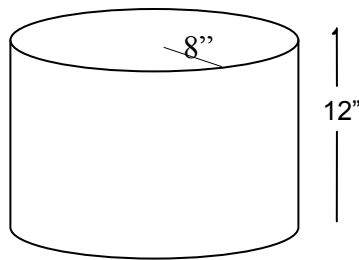
8. What is the formula used to calculate the area of a triangle?

9. A front lawn measures 60 ft. by 40 ft. A bag of weed killer will treat 800 sq. ft. How many bags will be needed to treat this lawn?

10. Store space is often rented by the square foot. If rent was \$1.75 per sq. ft. per month, how much will the monthly rent be for a store that measures 45' X 55'?

11. Corner shelves are being built in a room with four walls, none of which are the same length. Three of the shelves have been built and the angles of those corners are: 50° , 110° , and 120° . What is the angle of the remaining corner?

12. How many square inches (sq. in.) of fabric will be used in covering a cylinder that is 12" high and has a radius of 8"?



TEAM STUMPER

DIRECTIONS:

The class should be divided into two equal teams. Working together with your team, create a 10 problem *word problem* test that uses any of the principles included in “The Shape of Things” work sheet. Questions 9 - 12 of “The Shape of Things” are examples of word problems. Be creative. Make a copy of the test for every student on the other team. Have the Specialist check each of the questions and answers to make certain they are OK.

When each test is written, give each of the members of the other team a copy of your test. You will receive a copy of the test they wrote for your team. Each team member will complete the test they receive *individually*.

When everyone has completed the test, check the answers for each of the two tests. Calculate the total number of correct answers for each team. The team with the highest number wins!

PRE-ASSESSMENT **POST-ASSESSMENT**

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

1. Identify the three techniques for developing and improving critical thinking skills.

2. Explain the Plus, Minus, and Interest principle.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Identify the four techniques for developing and improving critical thinking skills.
 - Attention recognition
 - Analyze your audience
 - Make Comparisons
 - P, M, I

2. Explain the Plus, Minus, and Interest principles.
 - Plus – the good things about an idea
 - Minus – the bad things about an idea
 - Interest –what is interesting about an idea

ANSWER KEY
READING ACTIVITY

“MEMO” RECALL” QUESTIONS

1. Mr. Kaline
2. Warehouse delivery
3. Secretary was out of town
4. Tubing
5. Mr. Kaline’s wife
6. Customer ready to make the biggest purchase the company has ever seen
7. Alien
8. Ask the right questions
9. Nervous, panic
10. 3
11. Got a lot of information, wrote it down
12. MasterCard, Butter Business Bureau, Mother-in-Law, Credit Collections

“How Do I Know?” RECALL QUESTIONS

Answers will vary, but should include things like:

1. Worked in the warehouse, did not do a good job
2. He was nervous when talking about her
3. Must make decisions, know all the right questions to ask
4. Look of panic on his face
5. Credit companies called, needed a “big break”
6. Tried to improve, felt badly/embarrassed when he messed up

**ANSWER KEY
MATH ACTIVITY**

THE SHAPE OF THINGS

1. 360°
2. 1&3, 2&4
3. 180°
4. Acute, obtuse, right
5. 60°
6. $A = \pi r^2$
7. $A = L \times W$ (length X width)
8. $A = \frac{1}{2}bh$ (base X height)
9. 3
10. \$4331.25
11. 80°
12. 594 sq. in.

TEAM STUMPER

Answers will vary