



## I WON'T MAKE THAT MISTAKE AGAIN!

<b>COMPETENCY CATEGORY:</b>	Work Place
<b>COMPETENCY NUMBER:</b>	H.79
<b>COMPETENCY:</b>	Demonstrate an ability to learn from past experiences and others.
<b>OBJECTIVE:</b>	Upon completion of this module, students will be able to demonstrate an ability to learn from past experiences and others.

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**LEARNING ACTIVITY H.79-1**  
**“EVERYONE MAKES MISTAKES”**

**OBJECTIVE:** To learn from past experiences

**RESOURCES:** Records from one of the Career Association activities that was not very successful

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Select one of the Career Association activities for review.
2. Analyze the situation.
  - What went well?
  - What went wrong?
  - What were the consequences?
  - What could be done differently?

**LEARNING ACTIVITY H.79-2**  
**“IF I COULD DO THINGS DIFFERENTLY”**

**OBJECTIVE:** To learn from past experiences

**RESOURCES:** None

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Have students identify a situation in their past that didn't work out very well.
2. Ask students to determine:
  - What went wrong?
  - What went right?
  - Who was affected by the situation?
  - Who was helped by the situation?
  - What were the consequences of their actions?
  - How was the situation resolved?
  - What should they have done differently?
3. Have students discuss their situation with the class.

**LEARNING ACTIVITY H.79-3**  
**“EMPLOYER PANEL”**

**OBJECTIVE:** To learn from past experiences

**RESOURCES:** 2-3 employers or supervisors from the local community

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Invite at least 2 employers to speak with the class about a business situation that helped them learn from their past experiences.
2. As the Specialist, assist the resource speakers in providing details about the situations and how a satisfactory solution was worked out.
3. Encourage the class to participate in the discussion.

**LEARNING ACTIVITY H.79-4**  
**“TAKING RESPONSIBILITY”**

**OBJECTIVE:** To demonstrate responsibility

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Have each student cite one example of when they demonstrated responsibility in the work place.
2. Have students present their examples to the class.
3. Engage the class in a discussion of each example.

**Note to Specialist: Look for opportunities with each student to compliment them on the actions they have taken.**

**LEARNING ACTIVITY H.79-5**  
**“LEARNING FROM PAST EXPERIENCE”**

**OBJECTIVE:** To learn from past experiences

**RESOURCES:** None

**SUGGESTED TIME:** 4 hours

**DIRECTIONS:**

1. Have each student identify one work-based example where his or her actions or inactions presented a problem.
2. Have each student write up a brief 1-page case study and provide the details surrounding the situation.
3. Collect the case studies and distribute them randomly to the class. Be certain that the students do not get their own case study.
4. Ask students to analyze the case study and explain how they might demonstrate how to learn from past experiences.
5. Compare their solutions with those of the original writer.

**LEARNING ACTIVITY H.79-6**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate 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. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.79-6**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**



**LEARNING ACTIVITY H.79-7**  
**"SERVICE LEARNING"**

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

**RESOURCES:** Learning Activity H.79-7

**SUGGESTED TIME:** 1 hour

**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."

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
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

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

**READING ACTIVITY H.79**  
**“THE GREAT PAYCHECK HUNT”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.79

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity H.79 and distribute to each student.
2. Have students read “The Great Paycheck Hunt.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

## **“THE GREAT PAYCHECK HUNT**

My boss, Mr. O’Shay, is a real crazy guy. He loves to play jokes on people. Sometimes it seems like he has nothing better to do. He’s a really busy man, and I know he works very hard. He says a good laugh is good for the soul. Once he wore a gorilla mask all the way up in the elevator. Another time he let a canary loose in our office.

I guess that’s why I like working for Rivers and Sons. My job involves a lot of word processing, which can be kind of boring. However, the people in my office are all so much fun. We have a lot of laughs, and most of them are because of things Mr. O’Shay does.

Knowing him the way we do, we should have been expecting something last Friday. It had been a really slow week. There were a few times when I didn’t have anything to do. Friday was the worst day of all. The only thing that made it worthwhile was the fact that it was payday.

Kate Miller looked at the clock and groaned. “Another two hours until we can leave! I’ve been done since one o’clock.”

Joe Faroni laughed. “Since one o’clock! This has been the most difficult week of work that I can remember!”

Just then Mr. O’Shay walked in. “Good afternoon, everybody. What are you all looking so glum about? It’s Friday! You’re supposed to be excited!” Then he smiled. “I know. It’s been a long week. That’s the reason I’m here. I have come up with a new plan for giving out your paychecks-sort of a treasure hunt.”

Kate and Joe laughed, and the rest of us looked awake for the first time all week.

Mr. O’Shay handed a paper to Kate. “Here is a list of clues telling you how to find your paychecks. Just be sure you follow directions. As soon as you have found them you may go. Have fun.” And he walked out of the office.

We all gathered around Kate's chair to see the list. Here's how it started:

1. Take the elevator to the sixth floor.
2. Turn right when you get off the elevator and stop at the second drinking fountain.

We were out of the room in a flash and on our way up to the sixth floor. "What does it say to do next?" I asked.

"We have to find the second drinking fountain on the right," Kate said.

The elevator doors opened and we bolted down the hall, just like a bunch of little kids. We ran down around the corner past one drinking fountain and on to the next.

"OK, now what does it say?" someone shouted. Kate pulled out the list again. The next line said:

3. Untape the clue that's under the fountain and do what it says.

I reached under the fountain and felt a piece of paper. I pulled it off and read it for the others. "Go to the main lobby."

We turned and raced back down the hall to the elevator. We crammed in, laughing and shoving. People looked at us like we were nuts. When we got to the main lobby, Kate took out the list again.

"Now what?" Joe asked.

Kate read the next clue out loud.

4. "Go to the front desk and ask for the key to the main office." She started over to the desk with the others.

Joe knew what Mr. O'Shay was up to. He checked with Payroll and they told me the paychecks would not be ready until Monday. "The computers have been down all day," remarked Joe.



Kate read the last clue.

5. “You can return to main office and pick up your check or you can leave now and pick up your check on Monday.”

“Even though I could use my money for the big weekend, I’m outa here!” exclaimed Joe.

Kate and several others decided to follow the note and they returned to the main office. Sure enough, their checks were on their desks with a nice thank you note for putting in a difficult week and a \$25 telephone card from Mr. O’Shay.

### **MONDAY MORNING**

“How was your weekend, Joe?” asked Kate.

“Ok, But I was a little strapped for cash. I sure wish we would have gotten our checks on Friday.”

“We did!” said Kate.

“What, I heard the computers were down all day Friday!” exclaimed Joe.

“Joe, what was the date last Friday?” asked Kate.

“April 1,” responded Joe.

Everyone joined in to say “April Fools.”

“Oh, the joke was on me!” Joe said, with a big smile on his face.

**MATH ACTIVITY H.79**  
**“I’VE BEEN DOWN THIS ROAD BEFORE”**

**OBJECTIVE:** To demonstrate the ability to calculate percentages, fractions, geometric areas and distances

**RESOURCES:** Work Sheet—Math Activity H.79

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.79 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

**MATH ACTIVITY H.79**  
**“I’VE BEEN DOWN THIS ROAD BEFORE”**  
**WORK SHEET**

**DIRECTIONS:** Solve the following problems to the best of your ability.

The fact that we all make mistakes is not necessarily a bad thing. Learning from our past experiences has played a major part in the history of our country. Most Americans are familiar with our history in which Abraham Lincoln failed many times to win an office before being elected President of the United States. Babe Ruth also held a record for the number of times striking out, and Edison failed repeatedly before inventing the light bulb. Each, in his own rite found success by taking advantage of what they had learned from their past experiences.

1. One of the most common mistakes people make when solving percentage problems is the placement of the decimal point. Remember that % means per one hundred or hundredth. So, 1% = .01. When converting % to decimal, drop the percent sign and move the decimal point to the left by two places. When you multiply, be certain to remember to total the number of places to the right of the decimal in the multiplier and multiplicand and move that many places from the right hand side toward the left to place the decimal.

a. What is 30% of 540?

b. What is 15% of 80.5?

c. What is 4% of 67.5?

d. What is 17% of 220?

2. One of the most common mistakes people make when adding and subtracting fractions is failure to determine and use a common denominator. For example:  $\frac{1}{2} + \frac{1}{3}$  is not equal to  $\frac{2}{5}$ . Add or subtract the following fractions as indicated.

a.  $\frac{2}{5} + \frac{1}{3} =$

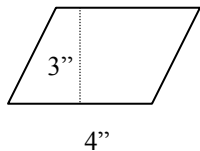
b.  $\frac{2}{7} + \frac{2}{3} =$

c.  $\frac{7}{8} - \frac{1}{2} =$

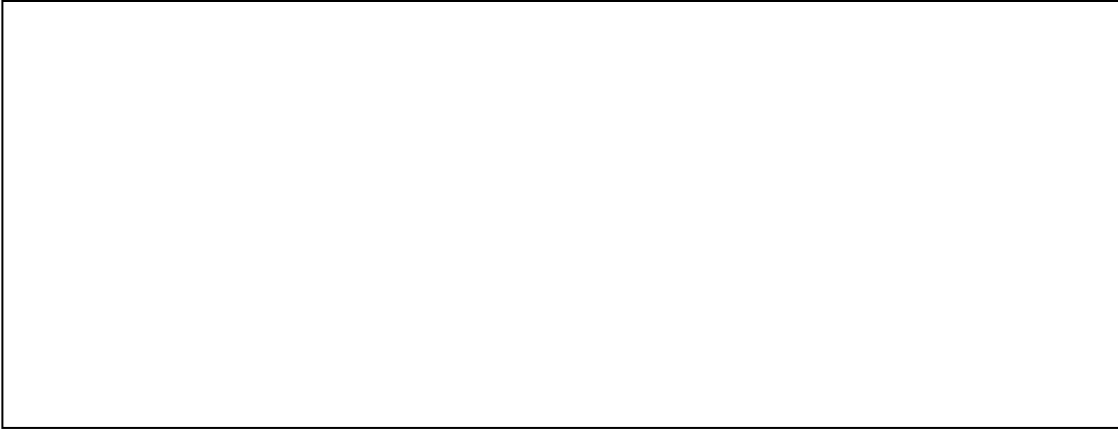
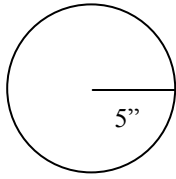
d.  $1 \frac{3}{8} - \frac{3}{4} =$

3. One of the most common mistakes people make when calculating the area of a surface is to use height and length only. Remember different geometric figures use different formulas to determine area. Calculate the area of the following figures:

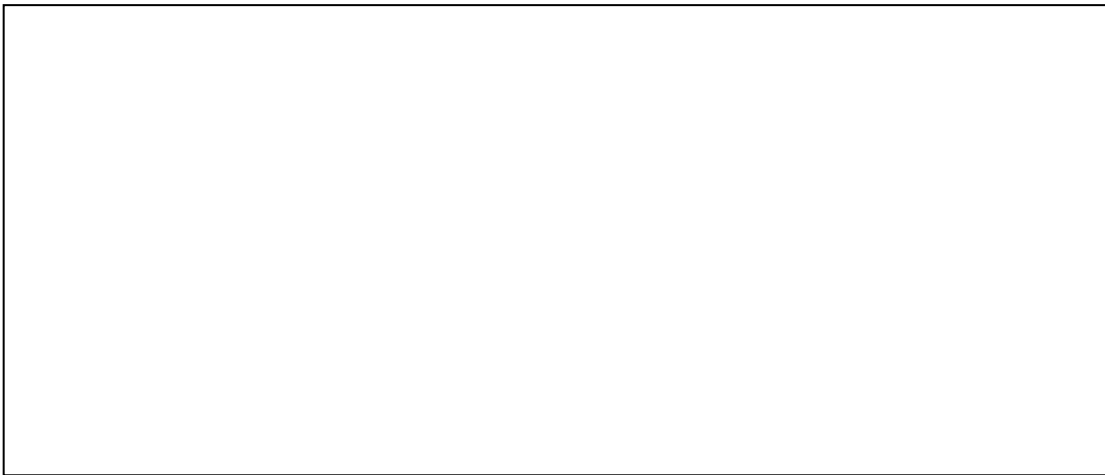
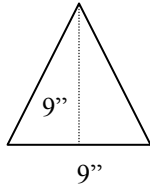
a.

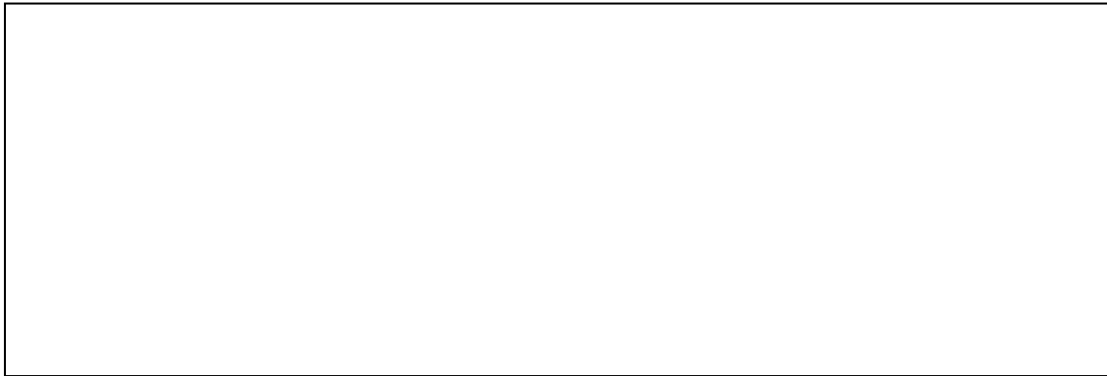
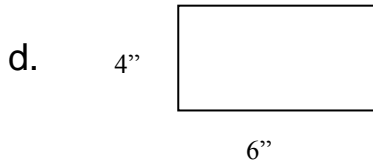


b.

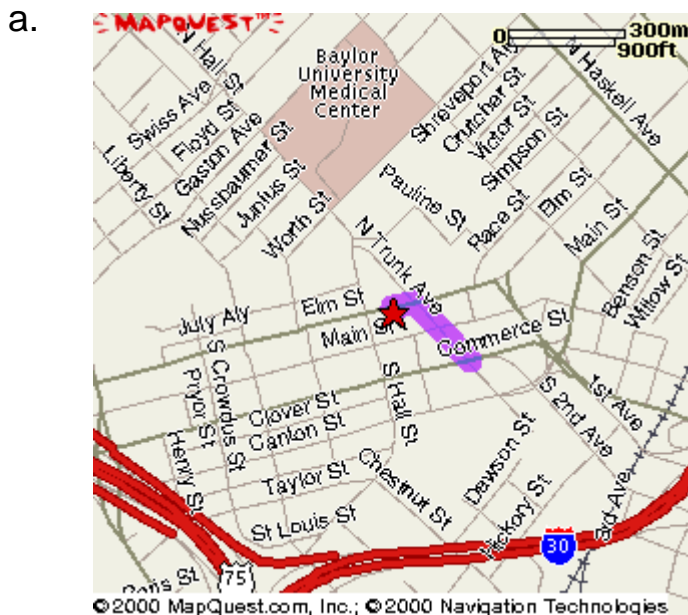


c.





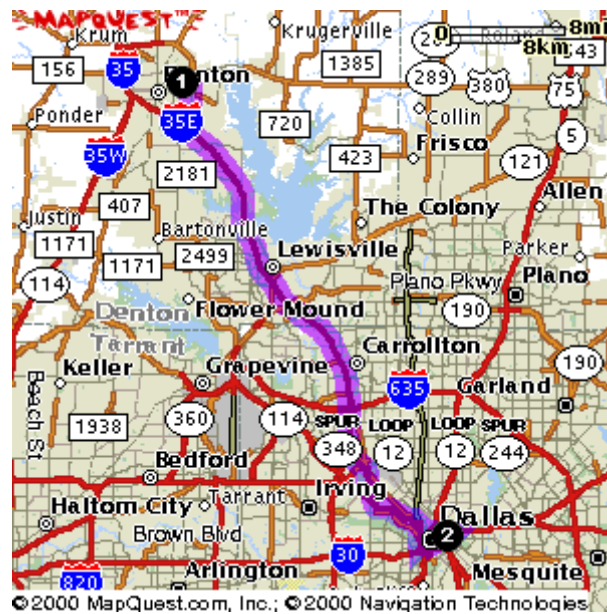
4. One of the most common mistakes people make when traveling is not getting an idea of relative distances when following directions. This is usually corrected by referring to a map and using the scale on the map. This will give an estimate of relative distances. Using the scale included on the following maps, calculate an approximate distance for the following problems. See how close you can come to the actual measurement.



What is the approximate distance from the intersection of Pryor St. at Clover St. and the closest point of the Baylor Medical Center?

What is the approximate distance from the intersection of Swiss Ave at Liberty St. to the intersection of Main St. at Haskell Ave?

b.





What is the approximate distance from Denton (①) and Dallas (②)?  
(This is the highlighted road of I-35E)

5. Think of a math related error that you have made in life and be ready to share it with the class and how the error can be avoided.