

WHAT ARE THE CONSEQUENCES FOR MY ACTIONS?



COMPETENCY

CATEGORY: Personal Skills

CATEGORY

NUMBER: F.35

COMPETENCY: Demonstrate ability to assume responsibility for actions and decisions.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to assume responsibility for actions and decisions.



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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 module topic and review module objective.
- Ask the students to define each of these terms in their own words:
 - a. Responsibility
 - b. Consequences
- In this module we will define these words and give various examples of each.
- It is very difficult to say just what is “acceptable” when it comes to responsibility. Therefore the focus of this module will be on what is **reasonable and acceptable in society today** and **what is acceptable in the work place**.
- Differences of opinion will be discussed and each of you must reach a level of understanding that YOU are comfortable with as a result of this module.

Administer Pre-Assessment

OUTLINE

- A. What is responsibility?
 1. The word responsibility has many different meanings.
 2. It is sometimes difficult to define because it is difficult to get two people to agree.
 3. It can mean different things to different people.
 4. The definitions change as we mature and get older.
 5. The “degree” of responsibility increases with age and maturity. For example: Family obligations, children, education, etc.

Note to Specialist: Have class “brainstorm” their meaning of the word responsibility.

6. Words such as citizenship, maturity, standards, reliability, reputation, honesty are often used to define the term “responsibility.”
7. The opposite of responsibility is irresponsibility. Words used to describe irresponsibility are poor citizenship, immaturity, lack of standards, no values, unreliability, bad reputation, dishonesty.

Note to Specialist: Be sure to review modules F.33, C.19, G.53 and C.15 for information related to this module.

B. Consequences - what are they anyway?

1. Consequences can best be defined as the outcome of our actions or decisions.
2. No matter what we do there is some type of consequence (outcomes, results, etc) for our actions or decisions.
3. It is generally accepting the results or ramifications of what we have done.
4. We most often think of consequences of our actions or decisions as negative.
5. Consequences do not have to be negative.
6. Some of the most common consequences are:
 - a. On the negative side:
 1. Defensiveness.
 2. Denial.
 3. Blaming others.

4. Making excuses.
 5. Others?
- b. On the positive side:
1. Praise.
 2. Recognition.
 3. Achievement.
 4. Self-satisfaction.
 5. Others?

Note to Specialist: Using a flip chart, list on the top of one page “actions or decisions” on the top of another page list “consequences.” Have students “brainstorm” the consequences of decisions or actions they have taken. For example, your list might include, running a stop sign, stealing, smoking, cheating, taking drugs, etc.

7. Sometimes the consequences of our actions or decisions are immediate.

Note to Specialist: Ask students for examples.

8. Other times the consequences are felt later.

Note to Specialist: Ask students for examples.

9. Yet, still other times there are no consequences for our actions.

Note to Specialist: Ask students for examples.

**COMPLETE LEARNING ACTIVITY F.35-1
“CASE STUDY”**

- C. Why do individuals have a difficult time accepting responsibility for their actions and decisions?
1. Other people help them to fend off the consequences of their actions or decisions.
 2. These people shield others from the impact of the harmful consequences.
 3. They are called “enablers” because their actions enable others to continue their actions with no consequences.
 4. It “allows” the person to continue being irresponsible.

Note to Specialist: Ask students for examples.

<p style="text-align: center;">COMPLETE LEARNING ACTIVITY F.35-2 “BUT OFFICER...”</p>

5. Here are some examples:
 - a. Protecting someone by keeping secrets- this is often selected as the easier route or solution. (No use making the situation worse.)

Note to Specialist: Ask students for examples.

- b. Bailing the individual out of trouble

Note to Specialist: Ask students for examples.

- c. Seeing the problem as something else

For example “He comes from a single parent home; therefore, we should give him the benefit of the doubt.”
- d. Avoiding the action altogether (Out of sight, out of mind.)

Note to Specialist: Ask students for examples.

D. Accepting responsibility for our actions or decisions

1. Accepting responsibility for our actions or decisions begins with making the “right or best” decision.
2. How can we do this?
3. Let’s review the decision-making process that you learned in Module F.34: Decisions, Decisions, Decisions.
4. There are 6 steps in the decision making process. They are:
 - a. Define the problem.
 - b. List all possible options.
 - c. Evaluate all possible options.
 - d. Select the “best” option.
 - e. Evaluate your decision.
 - f. Assume responsibility for the decision.
5. This last step is assuming the consequences for our actions or decision!

COMPLETE LEARNING ACTIVITY F.35-3
“CAMELS, PLEASE”

E. Some “tips” for assuming responsibility for your actions or decisions

Note to Specialist: Some of the examples contained in this module can be difficult to discuss in a classroom setting. Be prepared to address the “whys and why nots” associated with the examples provided or that come up in general discussion.

1. Know the rules.
 - a. The “game” of life has rules.

- b. Some we like and do not mind following.
- c. Examples?
- d. Others we do not like but we must follow
- e. Examples?

COMPLETE LEARNING ACTIVITY F.35-4
“JUST ONE FOR THE ROAD”

2. Maintain YOUR self-respect.

- a. Do not let ANYONE force or persuade you to do something that you do not feel is right.

For example: Ladies, do not let some guy talk you into engaging in unprotected sex.

For example: Guys do not let someone talk you into using drugs because “everyone is doing it.”

COMPLETE LEARNING ACTIVITY F.35-5
“SHOULD I OR SHOULDN’T I?”

Note to Specialist: Ask students for examples.

- b. You have to live with yourself and the consequences of your actions.
3. Set personal standards or values.
- a. Have your own beliefs.
 - b. Be prepared to go against the crowd because it goes against YOUR standards or values.
 - c. These personal standards or values do not necessarily make you better or worse than the other person.

- d. They just make YOU different on this one thing.
- e. It is your chance to be an individual!

Note to Specialist: Ask students for examples.

- 4. Avoid the bad influences of others.
 - a. Let's face it, there are some bad people in this world!
 - b. They are unhappy and they want company.
 - c. Resist the temptation to join in with the crowd.
 - d. It's not easy, but nobody said it would be easy!

Note to Specialist: Ask students for examples.

- 5. Make smart choices.
 - a. Easy to say, sometimes difficult to do
 - b. When faced with a decision, ask yourself this key question- "What are the consequences of my decision?"

Note to Specialist: This is the key concept of this module. Give your students the opportunity to "work through" situations where they must make a decision or take action and then have them discuss the consequences of their decision.

**COMPLETE LEARNING ACTIVITY F.35-6
"JOURNAL WRITING"**

**COMPLETE LEARNING ACTIVITY F.35-7
"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY F.35
"DON'T WAIT FOR JUDY"**

**COMPLETE MATH ACTIVITY F.35
“DOLLARS AND CENTS”**

Administer Post-Assessment

**LEARNING ACTIVITY F.35-1:
"CASE STUDY"**

OBJECTIVE: To examine actions and determine appropriate consequences

RESOURCES: Work Sheet—Learning Activity F.35-1

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Learning Activity F.35-1.
2. Have students read the case study individually.
3. Assign students to groups of 3.
4. Have students discuss the case study and make at least 3 decisions based on the situation presented.
5. Have groups discuss the consequences for each decision they have made.
6. Have groups report back to the class and discuss the decisions and consequences made.

**LEARNING ACTIVITY F.35-1
"CASE STUDY"
WORK SHEET**

Jesus and Todd were discussing their English assignment.

"So here's what we do," said Todd. "We can work on the assignment this weekend. You take the odd numbered questions and I will take the even ones. We will be done in half the time."

"I don't know. There is a lot of work to do. I don't think we should wait until the weekend, there are 100 questions, I think we should get started tonight," said Jesus.

“Whatever! Start when you want. I’ll have my questions for you Sunday night. I will e-mail them to you,” continued Todd, as he was walking away.

Jesus went home and started his 50 questions that night. He was right. These questions were difficult and they will take a lot of time to finish. Jesus worked on the questions Tuesday, Wednesday, Thursday and Friday right after school, finishing just in time for his date with Margrette.

Jesus sent his questions to Todd along with a message asking when Todd was going to send his questions.

Saturday morning Jesus checked his e-mail. There was nothing from Todd. He did notice that Todd had opened his message but he did not send a reply.

“Oh well. I’ll bet Todd is working away right at this moment,” thought Jesus.

Just after lunch Jesus checked his mailbox for an e-mail message from Todd. “Great!” thought Jesus. There was a message from Todd.

“Hey, just wanted to drop you a note to say that the questions are coming along well and I will send them to you Sunday morning,” signed Todd.

Sunday morning after church Jesus, checked his mail box again. No questions as yet.

Jesus went about his tasks for the day. After all he had his end of the assignment done and it felt good. He could just kick back for the day and enjoy!

About 6:00 PM, Jesus checked his e-mail again. Still nothing from Todd. A little panic began to set in. Jesus called Todd. No answer. Jesus called again about 8:00, still no answer. At 9:30, Jesus called again, Todd’s brother answered the phone.

“No, Todd’s not here. He went out with a couple of the guys. Said he would be back about 11:00.”

Jesus was steamed!! “Why didn’t he send me his questions before he went out. He must have finished them. Wait until I get a hold of him. What

kind of irresponsible action is this!" Jesus said out loud to no one in particular.

Jesus called Todd about 1:00 AM. The phone line was busy.

Jesus went to bed about 1:30 AM. He set his alarm for 5:30 AM. That would still give him enough time to merge Todd's questions with his and get the assignment in to his English teacher at 8:30.

The alarm went off at 5:30, Jesus rolled out of bed still angry at Todd for not sending him his questions. Jesus checked his e-mail. "What !!! No questions from Todd?" Jesus shouted! "Wait until I get my hands on him. He will wish he was never born!" Jesus said angrily.

Jesus quickly showered and got ready to drive to school. He had planned to catch Todd in the parking lot before school.

Jesus arrived at school long before Todd. Jesus waited and waited. The longer he waited the madder he got.

Todd come rolling into the student parking lot about 10 minutes before the tardy bell was to ring. He didn't see Jesus but Jesus saw him and shouted, "Hey Todd, where are your questions?"

"Computer problems old buddy!" I gotta run, I don't want to be late to English class."

"Wait, wait, you aren't getting off that easy!" yelled Jesus, as he took off after Todd.

QUESTIONS:

1. What were the problems?

2. If you were Jesus, what would you have done?

3. What should Todd have done?

4. What are 3 actions that you would have done differently?

LEARNING ACTIVITY F.35-2
"BUT OFFICER..."

OBJECTIVE: To examine actions and determine appropriate consequences

RESOURCES: Visit to a local traffic court

SUGGESTED TIME: 3 hours

DIRECTIONS:

1. Locate a local traffic court and check the court docket for times and observation policies.
2. Assign students to observe the traffic court for at least 2 hours.
3. Ask students to sit near the front of the court so that they have a clear view of the proceedings.
4. Ask students to record their observations on the following items:
 - a. Was it the defendants (the person called in front of the judge) first offense?
 - b. What were the consequences of their actions? (Fine, warnings, etc.)
 - c. Was there any relationship between the offense and the consequences?
5. Have students report back to the class and discuss the judge's decisions and consequences.

LEARNING ACTIVITY F.35-3
"CAMELS, PLEASE"

OBJECTIVE: To examine actions and determine appropriate consequences for smoking

RESOURCES: Flip chart, flip chart paper and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of 2.
2. Distribute flip chart paper and markers to each group.
3. Have student divide the flip chart paper in half vertically.
4. On the left hand side of the paper have each group write the word "advantages" at the top; on the right hand side of the paper have the students write the word "consequences" at the top.
5. Have each group of students list the advantages of smoking in the appropriate column and the consequences in the other.
6. When the groups have finished, have each group present and discuss their lists.
7. As the groups present, keep a running list of the advantages and consequences on the writing board.
8. Have groups discuss the advantages and consequences generated by each group.

LEARNING ACTIVITY F.35-4
"JUST ONE FOR THE ROAD"

OBJECTIVE: To examine actions and determine appropriate consequences for underage drinking

RESOURCES: Flip chart, flip chart paper and markers

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Assign students to groups of 2.
2. Distribute flip chart paper and markers to each group.
3. Have student divide the flip chart paper in half vertically.
4. On the left hand side of the paper have each group write the word “advantages” at the top; on the right hand side of the paper have the students write the word “consequences” at the top.
5. Have each group of students list the advantages of under-age drinking in the appropriate column and the consequences in the other.
6. When the groups have finished, have each group present and discuss their lists.
7. As the groups present, keep a running list of the advantages and consequences on the writing board.
8. Have groups discuss the advantages and consequences generated by each group.

LEARNING ACTIVITY F.35-5
"SHOULD I OR SHOULDN'T I?"

OBJECTIVE: To examine actions and determine appropriate consequences of unprotected sex

RESOURCES: Resource person- nurse, health science teacher, doctor, etc

SUGGESTED TIME: 1- 3 hours

DIRECTIONS:

1. Invite a guest speaker to class to talk with your students about issues related to unprotected sex.
2. Encourage students to ask questions.
3. As an alternative you could divide the class by gender so that each group might feel less threatened when asking questions.
4. Be certain that the speaker knows a little bit about the class to whom they are going to speak.

FOLLOW UP ACTIVITIES:

1. Arrange for the class to spend time with a social worker who makes home visits with patients who are home bound due to AIDS.
2. Make a visit to an area hospital or clinic or agency who handles AIDS children.
3. Arrange for selected members of the class to intern at a local AIDS clinic for children.
4. Arrange for selected members of the class to intern at a local day care center for single parents.

LEARNING ACTIVITY F.35-6
"JOURNAL WRITING"

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

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment. (This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the Work Sheet.)

Learning Activity F.35-6
"JOURNAL WRITING"
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY F.35-7
"SERVICE LEARNING"

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

RESOURCES: Learning Activity F.35-7

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."

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

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

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

READING ACTIVITY F.35
“DON’T WAIT FOR JUDY”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity F.35

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Copy Reading Activity F.35: “Don’t Wait for Judy” and distribute to each class member.
2. Direct students to read the activity.
3. Have the students select a partner and, working together, answer the recall questions.
4. Have the students share their answers with the class.

“DON'T WAIT FOR JUDY”

Judy and I are pretty good friends. She'll never be like Karen. I try to include Judy in Karen's and my plans, but something always goes wrong. It seems like every time we agree to do something together, Judy messes up. Don't get me wrong. I like Judy, and the three of us do go places. It's just that she plans too many things in one day, and she can't do it all.

I think that maybe she's too agreeable. That's one of the things that makes her nice. When I first met her I noticed this. If someone wanted a friend to go downtown with them, she would volunteer. But then she would tell everyone that she was going to the football game the same night. On top of that, she would say that she was going to do homework all night! And everything she said, I think she honestly believed. Isn't that crazy?

She just doesn't know how many hours are in a day. She plans as if there were fifty! As you might guess, it didn't take us long to learn this. Soon, people quit believing her. You couldn't rely on her to do what she said. For instance, she would tell us to call her before we went out somewhere. So we'd call, and there would be no answer. Or else she would ask us to pick her up, but when we'd get there, she would be gone. This gets frustrating.

Most of her friends in school quit trying to plan things with her. Everyone still liked her, and at school we all hung around together. It's just that nobody wanted to be disappointed, so no one asked her to go anywhere with them. I was pretty hurt sometimes, too. Karen and I waited for her several times, and she didn't show.

The time that the group Bink Lloyd was in town, Karen and I bought tickets. Judy asked us if we would get her a ticket, too. We knew what she was like and we asked her if she was sure she would go. She made a big fuss and said that Bink Lloyd was her favorite group. She wouldn't miss it for the world. I don't have to tell you what happened on the day of the concert. I forget what excuse she used. I sold the ticket to my brother, and the three of us had a great time.

It worked out okay that time. But if I had been stuck with an extra ticket I would have clobbered her! She doesn't realize that other people are affected by her carelessness. It's getting so that you can't depend on her

for anything! She smiles and says she's sorry, but she keeps on doing the same thing.

I know how the others feel about her in school. Karen and I talk about it all the time. We are starting to feel the same way. It's not as if she let us down and not that we don't like her. It's just that after a while the smile and "I'm sorry" don't work anymore. If she was really sorry she would try more to do what she says she will do. Karen and I don't *dislike* her. We just think that she is not worth the bother. We're leaving her out of most of our plans now. She's really not as close to any of us as she was at first. I hope she sees this. She's really nice but...

RECALL QUESTIONS

PART I

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

1. Judy was always
 - a. _____ making plans to do things.
 - b. _____ dependable.
 - c. _____ on time.

2. When Bink Lloyd was in town Judy
 - a. _____ didn't buy any tickets.
 - b. _____ said she wouldn't miss it.
 - c. _____ offered to pay for her ticket.

3. The girls aren't going to ask Judy to do things any more because
 - a. _____ they don't like her.
 - b. _____ she talks too much.
 - c. _____ it isn't worth the bother.

PART II

DIRECTIONS: Find the right order for the scrambled sentences below.
Write the sentences correctly.

1. family the affected Tom's whole carelessness

2. is person my such agreeable an aunt favorite

3. a very working frustrating volunteer can as

PART III

1. How do you get through to a person like Judy?

2. What is her problem?

MATH ACTIVITY F.35
“DOLLARS AND CENTS”

OBJECTIVE: To practice working with dollars and cents

RESOURCES: Work Sheet—Math Activity F.35

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Math Activity F.35.
2. Review the directions and work out an example for your students.
3. Review the answers with your class.

MATH ACTIVITY F.35
“DOLLARS AND CENTS”
WORK SHEET

DIRECTIONS: Below is the ticket chart at National Auditorium. The prices listed are for the Bink Lloyd concert. Use the chart to help you answer the questions that follow.

Bink Lloyd – Playing Here – May 22		
	Pre-Concert Prices	Price at the Door
Box Seats	\$94.95 per seat	\$96.35 per seat
Deck 1A	\$72.95 per seat	\$74.95 per seat
1B	\$60.95 per seat	\$62.95 per seat
Deck 2A	\$58.50 per seat	\$60.50 per seat
2B	\$56.95 per seat	\$58.95 per seat
Balcony 1	\$44.50 per seat	\$46.50 per seat
2	\$32.50 per seat	\$34.50 per seat

1. Judy offered to buy 5 tickets in deck 2A to the Bink Lloyd concert the week before the concert. She never got around to it, and the group had to buy their tickets at the door the night of the concert. How much money would have been saved if Judy had bought the tickets when she promised?

2. The stadium sells blocks of tickets. The YMCA bought a block of 75 seats in deck 2B the night of the concert. How much did they cost?

3. Mr. and Mrs. Rich bought 13 box seats for their grandchildren. They

bought 6 at pre-concert prices and 7 the night of the concert. How much did they pay altogether for the seats?

4. The high school music club spent a total of \$1873.75 for a block of seats in deck 1A the night of the concert. How many seats did they buy?

5. The local recreation club bought a block of tickets in balcony 2 the night of the concert for a total of \$2760. How many seats did they buy?

6. The Bink Lloyd Fan Club bought 10 tickets in decks 1A, 1B, 2A, and 2B a month before the concert. How much did this cost the club altogether?

PRE-ASSESSMENT **POST-ASSESSMENT**

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

1. Define the term responsibility.

2. Define the term consequences.

3. What are some of the common consequences of our actions?

4. Why do individuals have a difficult time accepting responsibility for their actions and decisions?

5. How can people go about accepting responsibility for their actions or decisions?

6. What are the 6 steps in the decision making process?

7. List some “tips” for assuming responsibility for your actions or decisions.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Define the term responsibility.
 - Words such as citizenship, maturity, standards, reliability, reputation, honesty are often use to define the term responsibility
2. Define the term consequences.
 - The outcome of our actions or decisions
 - It is generally accepting the results or ramifications of what we have done
3. What are some of the common consequences of our actions?
 - Denial
 - Blame others
 - Make excuses
 - Praise
 - Recognition
 - Achievement
 - Self-satisfaction
4. Why do individuals have a difficult time accepting responsibility for their actions and decisions?
 - Because other people help them to fend off the consequences of their actions or decisions
5. How can people go about accepting responsibility for their actions or decisions?
 - Accepting responsibility for our actions or decisions begins with making the “right or best” decision
6. What are the 6 steps in the decision making process?

- Define the problem
- List all possible options
- Evaluate all possible options
- Select the “best” option
- Evaluate your decision
- Assume responsibility for the decision

7. List some “tips” for assuming responsibility for your actions or decisions.

- Know the rules
- Maintain YOUR self-respect
- Set personal standards or values
- Avoid the bad influences of others
- Make smart choices

ANSWER KEY
READING ACTIVITY

PART I

1. Judy was always
 - a. making plans to do things.
 - b. dependable.
 - c. on time.

2. When Bink Lloyd was in town Judy
 - a. didn't buy any tickets.
 - b. said she wouldn't miss it.
 - c. offered to pay for her ticket.

3. The girls aren't going to ask Judy to do things any more because
 - a. they don't like her.
 - b. she talks too much.
 - c. it isn't worth the bother.

PART II

1. family the affected Tom's whole carelessness
 - Tom's carelessness affected the whole family.

2. is person my such agreeable an aunt favorite
 - My favorite aunt is such an agreeable person.

3. a very working frustrating volunteer can as
 - Working as a volunteer can be very frustrating.

PART III

1. By trying to make her understand that being let down is disappointing and annoying.
2. Judy wants to be everyone's friend and to do too many things at once. She has no ability to organize her time.

ANSWER KEY
MATH ACTIVITY

1. \$10.00
2. \$4421.25
3. \$1274.15
4. 25 seats
5. 80 seats
6. \$2523.50