



TAKING INVENTORY OF YOURSELF AND OTHERS

COMPETENCY CATEGORY: Life Survival
COMPETENCY NUMBER: G.56
COMPETENCY: Demonstrate an ability to analyze the strengths and weaknesses of self and others.
OBJECTIVE: Upon completion of this module, students will be able to demonstrate an ability to analyze the strengths and weaknesses of self and others.

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LEARNING ACTIVITY G.56-1
“UNDERSTANDING YOURSELF AND OTHERS”

OBJECTIVE: To point out that different people have different interests and goals

RESOURCES: • Work Sheet – Learning Activity G.56-1

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Pass out a copy of the work sheet “Understanding Yourself and Others.”
2. Have students respond to the questions.
3. Collect the responses.
4. Read various responses to each question. Have students guess who wrote the responses.
5. Conduct a class discussion about differences in people. How do differences among people work positively and negatively in specific situations?

LEARNING ACTIVITY G.56-1
“UNDERSTANDING YOURSELF AND OTHERS”
WORK SHEET

DIRECTIONS:

You probably have been going to school with most of the members in your class for several years, but do you really know them? Answer the following questions honestly. Do not put your name of the paper. Your teacher will read the answers to the class. You must then guess to whom they belong.

1. If you could change something about yourself, what would it be?

2. What is your favorite movie?

3. What is your favorite TV program?

4. What is your favorite song?

5. What makes you happy?

6. What is your favorite class?

7. What is your favorite automobile?

8. If you could have any job in the world, what would it be?

9. If you could live anywhere you wished, where would it be?

10. If you could invent something new, what would you invent?

LEARNING ACTIVITY G.56-2
“TALENT AND SKILL INVENTORY”

OBJECTIVE: To focus on the different talents and skills that people exhibit

RESOURCES: • Work Sheet – Learning Activity G.56-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out a copy of the “Talent and Skill Inventory.”
2. Review the directions with students.
3. Have students share their answers.
4. Conduct a discussion focusing on the different talents and skills that people have. How does this variety contribute to the community and to the workplace?

LEARNING ACTIVITY G.56-2
“TALENT AND SKILL INVENTORY”
WORK SHEET

DIRECTIONS: In the space below, list the names of the people you spend a lot of time with (family, friends, classmates). Next to each name, list at least one talent or skill that you appreciate in that person. If you can't sincerely think of anything to write, wait. Spend the next few days paying careful attention to that person. Then, after you've discovered something you truly admire, complete your list.

Name	Talent or Skill
_____	_____
_____	_____
_____	_____
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LEARNING ACTIVITY G.56-3
“PERSONAL ASSESSMENT”

OBJECTIVE: To provide students with an opportunity to assess themselves to determine their personal traits and abilities

RESOURCES: • Work Sheet – Learning Activity G.56-3

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out a copy of the “Personal Assessment” form to each student.
2. Provide adequate time for students to respond to the questions.
3. Discuss the traits in relationships to personal abilities.
4. Discuss how each of the traits is utilized at school, in the community and on the job.

LEARNING ACTIVITY G.56-3
“PERSONAL ASSESSMENT”
WORK SHEET

DIRECTIONS:

How do you rate yourself on each of these very important traits? All of them are, in varying degrees, important for success in life and on any job. Put a check in the column.

Trait	Very High	Above Average	Average	Below Average	Average
1. Dependability	_____	_____	_____	_____	_____
2. Self-confidence	_____	_____	_____	_____	_____
3. Friendliness	_____	_____	_____	_____	_____
4. Patience	_____	_____	_____	_____	_____
5. Ability to keep working (even when faced with difficulties)	_____	_____	_____	_____	_____
6. Sense of humor	_____	_____	_____	_____	_____
7. Cheerfulness	_____	_____	_____	_____	_____
8. Honesty	_____	_____	_____	_____	_____
9. Ability to make decisions quickly	_____	_____	_____	_____	_____
10. Responsibility	_____	_____	_____	_____	_____
11. Loyalty	_____	_____	_____	_____	_____
12. Ability to sense other's feelings	_____	_____	_____	_____	_____
13. Sincerity	_____	_____	_____	_____	_____
14. Ambition	_____	_____	_____	_____	_____

- | | | | | | | |
|-----|---|-------|-------|-------|-------|-------|
| 15. | Courage to do the right thing, even when you are the only one | _____ | _____ | _____ | _____ | _____ |
| 16. | Willingness to work hard | _____ | _____ | _____ | _____ | _____ |
| 17. | Ability to cooperate with other people | _____ | _____ | _____ | _____ | _____ |
| 18. | Ability to become enthusiastic about your job | _____ | _____ | _____ | _____ | _____ |
| 19. | Willingness to consider others' viewpoints | _____ | _____ | _____ | _____ | _____ |
| 20. | Initiative-being a self-starter | _____ | _____ | _____ | _____ | _____ |
| 21. | Courtesy | _____ | _____ | _____ | _____ | _____ |
| 22. | Ability to lead others | _____ | _____ | _____ | _____ | _____ |
| 23. | Ability to work without supervision | _____ | _____ | _____ | _____ | _____ |
| 24. | Punctuality | _____ | _____ | _____ | _____ | _____ |
| 25. | Neatness | _____ | _____ | _____ | _____ | _____ |

List those traits in which you checked as being weak. Describe ways you can improve each trait.

(Source: Texas Education Agency. Self-Appraisal Instructional Guide.)

LEARNING ACTIVITY G.56-4
“DIFFERENT STYLES”

OBJECTIVE: Students will brainstorm ideas regarding different styles that people exhibit while working on a cooperative project

RESOURCES: • Work Sheet – Learning Activity G.56-4

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out copies of the work sheet for Learning Activity G.56-4.
2. Divide students in groups of three or four.
3. Have each group select a recorder.
4. Give groups 30 minutes to read the case study and respond to the two tasks.
5. Have the recorders share the results with the class.

LEARNING ACTIVITY G.56-4
“DIFFERENT STYLES”
WORK SHEET

DIRECTIONS: Read the case study below. In your group brainstorm ideas. Complete the two tasks at the end of the case study.

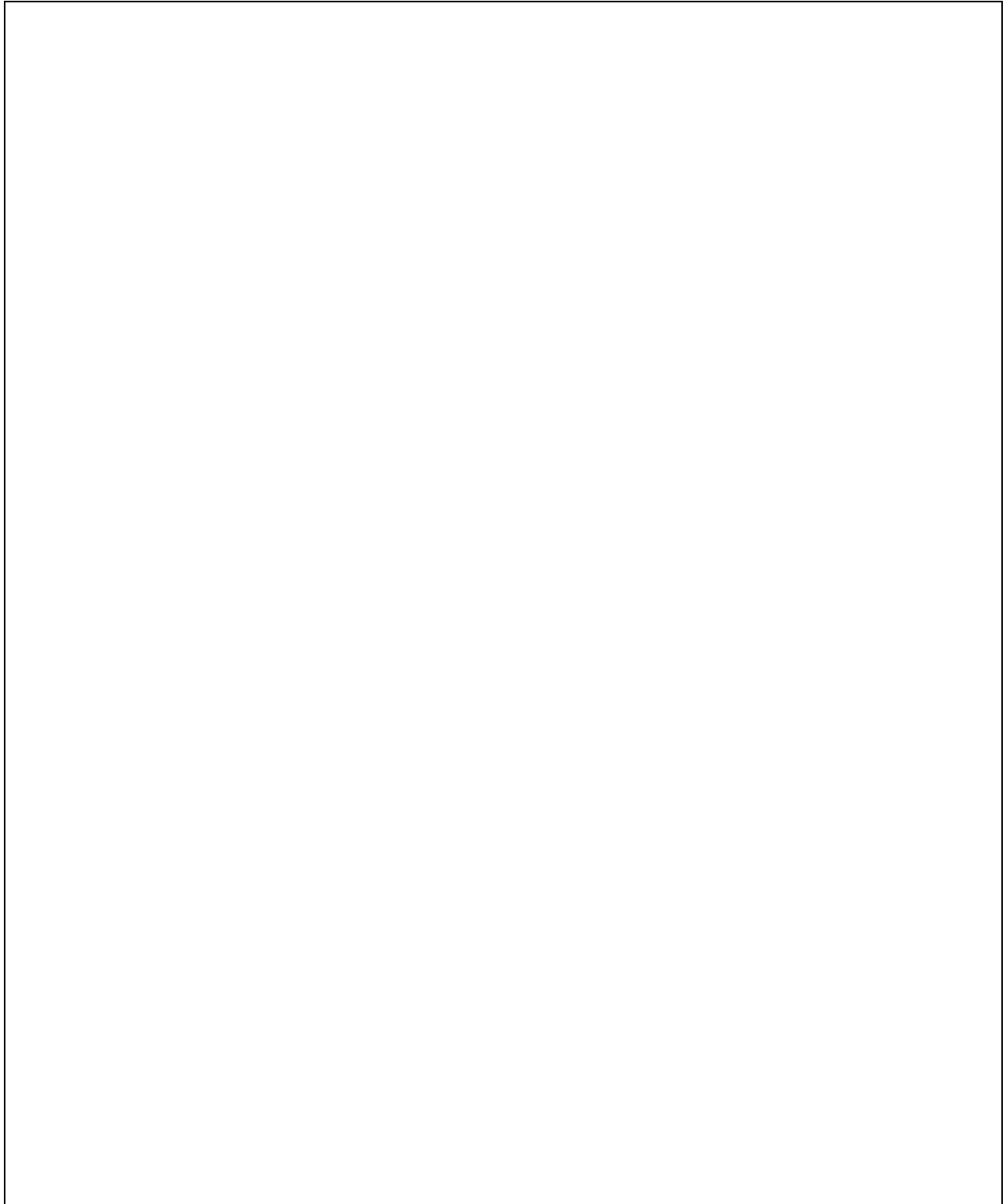
John and Amanda have been meeting for several weeks to work on a class project. During the course of the project, many differences have become apparent and John has become very uncomfortable working with Amanda.

Two weeks ago, when Amanda rejected his ideas, John felt Amanda wasn't taking his ideas seriously. Apart from the fact that his ideas were dismissed, his feelings were hurt. As a result, John cancelled the last few meetings.

John wants to work as equals to accomplish this project on time and to resolve his differences with Amanda. He wants to incorporate both of their ideas. He decides to confront Amanda about his concerns and their differences of opinion.

1. How would you respond in this situation? List things that would prevent this situation from escalating into an unpleasant and untenable work situation. Write down what you would say and do to resolve the differences.

2. Write a script about the conversation between John and Amanda.

A large, empty rectangular box with a thin black border, intended for the student to write a script about a conversation between John and Amanda. The box occupies most of the page's vertical space.

LEARNING ACTIVITY G.56-5
“ATTITUDE ON DIFFERENCES QUESTIONNAIRE”

OBJECTIVE: To help students identify their basic beliefs about differences

RESOURCES: • Work Sheet – Learning Activity G.56-5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out a copy of the “Attitude on Differences Questionnaire” to each student.
2. Provide enough time for students to respond to the questions.
3. Go over the information from the key by discussing each question. Encourage input from the class. Focus on the implications for getting along with others in the community and on the job.

LEARNING ACTIVITY G.56-5
“ATTITUDE ON DIFFERENCES QUESTIONNAIRE”
WORK SHEET

DIRECTIONS: To help you identify your basic beliefs about differences, look at these ten commonly held beliefs about differing viewpoints. Read each statement carefully. Indicate how you feel about the statement; mark a plus for agree and a minus for disagree.

- ___ 1. Once I get wound up in a heated discussion about differences, I just can't stop.
- ___ 2. If people communicated more, there would be fewer differences.
- ___ 3. There is always a winner and a loser when matters of differences are expressed.
- ___ 4. Differing viewpoints are something I want to get rid of.
- ___ 5. When I'm upset, I shouldn't discuss my differences about important issues.
- ___ 6. Differences in viewpoints make me feel uneasy and anxious.
- ___ 7. I like to win when differences present a challenge.
- ___ 8. It is difficult for me to discuss my feelings when I might have differences with colleagues, friends, or family members.
- ___ 9. I seldom can think straight when my opinions are different from others.
- ___ 10. Resolving differences has provided great opportunities for my personal growth.

(Source: McArdle, G. **Managing Differences**).

“ATTITUDE ON DIFFERENCES QUESTIONNAIRE” DISCUSSION KEY

Since your answers are based on our attitudes, there is no right or wrong answers to this questionnaire. It goes without saying that you’re entitled to your feelings, attitudes and beliefs. The following suggestions will help you understand your answers:

1. Most of us have difficulty thinking straight during a heated discussion. Yet, it is important that we take time to think through our responses. Picture yourself in the other person’s shoes: What is he or she thinking, feelings, sensing, hearing and believing? Get a different perspective.
2. Do more listening than talking. You can’t think and talk at the same time. This is especially true when you try to understand another’s point of view to resolve differences.
3. Differences of opinion don’t have to become win/lose situations. Consider redefining the issues by noting points of compatibility or congruity, so that you and the other party improve your opportunities to reach amenable terms, and you both can win.
4. You’ll never be able to wish away your differences; learn to deal with them. Remember-wishes come true-not free!
5. Oh, yes, you should discuss it! Silence does not make problems go away. The “silent treatment” does not help the other person understand your differences. Talking will help get things moving. Take the risk!
6. It’s normal to feel uneasy. Be bold-dare to take charge!
7. Winning is not the goal-it’s how skillfully you manage the differences.
8. In matters of difference, emotions make communicating difficult for everyone involved. It is hard to express yourself clearly and to listen with an open mind.
9. Sometimes you lose your thoughts. When it happens, stop and ask for clarification of the issue or problem. Determine your own need

and identify those of the other party. Use the new information as the key to rephrase your dialogue, to unlock the doors to your differences.

10. We often hear that problems create opportunities. When you encounter a problem, take time out and think about at least one alternative way to resolve your differences. You'll be surprised at the flexibility you can exercise.

(Source: McArdle, G. **Managing Differences**)

LEARNING ACTIVITY G.56-6
“OBSERVING CONFLICT”

OBJECTIVE: To provide students with an exercise in observing and analyzing a conflict situation.

RESOURCES: • Work Sheet – Learning Activity G56-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Pass out one copy of the two work sheets on “Observing Conflict.”
2. On the first work sheet, have students record an observation of a conflict (real life, television program, video, etc.)
3. On the second work sheet, have students analyze and record how they individually deal with a conflict situation.
4. Discuss the responses in class. Have students speculate on how their personal way of dealing with conflict would alter the observed situations that were reported.

LEARNING ACTIVITY G.56-6
“OBSERVING CONFLICT”
WORK SHEET

1. What was the conflict about?

2. How many people were involved?

3. Describe what happened.

4. Check all methods that were used to resolve or end the conflict:

- | | |
|---|---|
| <input type="checkbox"/> fight or argument | <input type="checkbox"/> putting it off |
| <input type="checkbox"/> walking away | <input type="checkbox"/> apologizing |
| <input type="checkbox"/> sharing or taking turns | <input type="checkbox"/> humor |
| <input type="checkbox"/> compromise | <input type="checkbox"/> asking for help |
| <input type="checkbox"/> problem solving or negotiation | <input type="checkbox"/> other (describe below) |

5. I become irritated or annoyed with people who...

6. I get angry and out of control when...

7. Why do you think these things or these types of people “push your buttons?”

8. What I have a conflict with someone (like a disagreement or an argument), the first thing I usually do is...

lose control

clam up

walk away

get angry

change the subject

try to calm everyone down

make a joke

listen carefully to the other person's point of view

start arguing

9. Think of a time when you successfully settled a conflict with someone. Describe the conflict and how you resolved it.

(Source: Schilling, D., Schilling-Giddis, P., & Giddis, W. **Preparing Teens for the World of Work**)

LEARNING ACTIVITY G.56-7
“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. This assignment can be individualized by the specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY G.56-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY G.56-8
"SERVICE LEARNING"

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

RESOURCES: • Learning Activity G.56-8

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

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

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

READING ACTIVITY G.56
“WHO’S GOOD FOR NOTHING?”

OBJECTIVE: To read with comprehension

RESOURCES: • Reading Activity G.56

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity G.56 and distribute to each student.
2. Have students read “Who’s Good for Nothing?”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“WHO’S GOOD FOR NOTHING?”

Jeff was shattered. I never saw anyone so downhearted. His girl dropped him last week because she said he was good for nothing. Janet was still in school, and Jeff quit last year. He was a poor reader, and all of his studies came harder to him than to the rest of our gang. Jeff had hoped that when he dropped out things would stay the same with Janet. But I guess she was listening to what everyone else said about him. They called him stupid, and she began to believe it.

I know Jeff like a brother. After his girl left him I wanted to try to cheer him up. I could tell by the way he was moping around his garage that his pride was at a new all time low. I decided that the best way to make him feel better about himself was to show him that those kids at school were wrong. He was my best friend, and I think I’m a pretty good judge of people. So, I started to show him that he wasn’t “good for nothing.”

The first thing I told him about was the fender on his father’s car. Jeff did very good body work. I knew that he would say that anyone could do it. This job, though, was different. His father smashed the right front fender, and a body shop told him it would have to be replaced. This would have cost \$600. Jeff bought the material, paint, and sandpaper and did the job for \$60, and you couldn’t tell the difference between the repair and a brand new fender. The body shop couldn’t have done it that well; it was perfect. He blushed and said, “Yeah...that wasn’t too bad.” It was working!

Then I reminded him of the time he returned that wallet he found in the gym. It had 50 bucks in it. I told him not everybody was as honest as he was. Many people would have kept it. “And how about your volunteer work with the kids at the playground in the summer?” I praised him a little for being so unselfish with his free time. He smiled just a little and said, “Aw, that’s nothing.”

I could see he was already regaining some of his pride. He was very good at sports. I brought that up and said he should be proud of it. But most of all, I said, he should be proud of his own good nature and personality. His girlfriend was wrong for listening to other people’s opinions about him. He was the most loyal friend I ever had. And if she thought that dropping out made him “good for nothing,” then it was good that they broke up. If she really loved him, she would see his good points.

I think he was agreeing with me a little. Jeff is sort of shy. He never brags about himself. In fact sometimes he puts himself down too much. I guess that's when people like me have to tell him to look at himself as he really is. He had lots of things to be proud of. Either his girlfriend will soon realize this, or the next one will.

MATH ACTIVITY G.56
“JEFF’S BODY WORK”

OBJECTIVE: To demonstrate the ability to add, subtract, multiply and figure percentages.

RESOURCES: • Work Sheet - Math Activity G.56

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheets for Math Activity G.56 and distribute to each student.
2. Have students complete the questions on the work sheet and check the answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY G.56
“JEFF’S BODY WORK”
WORK SHEET

DIRECTIONS: This activity will give you practice with addition, subtraction, multiplication, and percentages.

Jeff takes pride in his work. He is going to repair a dented car for a good friend. His friend wants to know how much it will cost. Jeff says that he’ll make an estimate. To make an estimate, Jeff must first work out what he will use for the job and how much time he will spend.

1. Jeff knows he will need to buy many of the materials for the job. Here is Jeff’s shopping list and the prices he would pay.

Primer paint (1 quart)	\$15.50
Paint (1 quart)	\$17.00
Package of sandpaper	\$ 2.80
Body putty	\$13.98

How much would he pay for the materials?

2. Jeff would have to pay sales tax on the materials. The sales tax is 6% of the purchase price. Using your answer for question 1, how much sales tax would Jeff pay?

3. Jeff would need to rent an air compressor and spray gun for painting the car door. He would put a deposit down of \$20.00. He would also pay a day's rental in advance, which would be \$12.50. There is sales tax on the rental but not on the deposit. How much tax would Jeff pay on the rental?

4. It should take Jeff 22 hours to do the complete job. Jeff figures he will charge \$15.75 per hour for his time. How much would the total time be worth?

5. Using what you know from question 1 through 4, figure out the total cost for the job. There is no tax for labor.

6. Rounding off the answer to question 5 to the nearest dollar, Jeff was able to arrive at his estimate of the job. What was the estimate he could give his friend?