

Use with Pages 32–36

Ask how many students feel that they shoulder all the responsibilities of running the home as well as holding a job. Explain that they will now examine the idea of shared responsibilities. Encourage students to keep an open mind and a willingness to be flexible. Ask them to read and complete the Stop and Think on page 32.

Read aloud the Examples on page 33 and ask students to think back on their lives and about the good and bad changes that have occurred. Then, allow them two minutes to complete the Stop and Think on pages 33–34. Break the students into small groups and direct them to discuss their timelines with one another. If a student feels uncomfortable discussing changes in his or her life, the student can speak about someone else or listen. These discussions promote a degree of camaraderie (we’re all in the same boat!) via similar experiences. Ask students to complete the Stop and Think on pages 34–35.

Ask a student to read the paragraphs under “Is Keeping Your Job a Priority?” on page 35. Emphasize the importance of maintaining a job for consecutive years. Ask, “What does holding a job for consecutive years say about you?” Accept any appropriate responses and write them on the board or overhead. Ask students for a consensus vote on the top three. Then write the top three responses on the board or overhead in the following way:

Traits of Job Keepers

1. _____
2. _____
3. _____

Ask students to copy the above list on a sheet of paper and put the sheet into their yellow folders.

Ask students to complete the Stop and Think on pages 35–36 individually.

Until Next Time

Have you ever been told that you had a bad attitude? Do you remember an experience that triggered your attitude? Before the next class, think about how many times you may have heard words similar to those and if you ever wished you could take back something you said or did in the workplace.

Activities

Mr. Tallyman

Use: With pages 20–21

Format: Small group to whole group

Time: 15–20 minutes

Materials: Chalkboard, overhead, or chart paper; chalk or markers

1. Break the class into small groups.
2. Instruct the groups to share their reasoning behind the listing of items 1 through 10 on pages 20–21.
3. Ask the small groups to return to whole group.
4. Write the tasks in random order on the board or overhead.
5. Ask each student to read his or her list of tasks from first to last. As individuals respond, write a number on the board next to each task.
6. Next, rewrite the list to reflect the answers to step 5 above.
7. Create a permanent display entitled “PRIORITY BOARD” in the room.
8. Have students copy the list to keep in their yellow folders.

Situation Normal

Use: At the end of the chapter

Format: Small group to whole group

Time: 30–40 minutes

Materials: Copies of situation cards (text follows on next two pages), timer, pen, paper