This guide presents activities to increase human relations skills for women. Each activity includes sections on the goal, group size, materials required, time required, objective, procedures and directions, discussion questions and key points, and evaluation. Activities are: (1) self-esteem, including sections on interaction, insights, and self-worth; (2) growth motivation, including sections on perception and self-concept; (3) assertion, including sections on perception and behavior styles; (4) interpersonal comfort, focusing on perceptions; (5) empathy, focusing on listening; (6) drive strength, focusing on goal setting; (7) decision making, focusing on problem solving; (8) time management, focusing on daily priorities; (9) sales orientation, focusing on creativity; (10) commitment ethic, including sections on priorities and friends; (11) stress management, including sections on daily stress and peer pressure; and (12) employment, including sections on the resume and interview. (ABL)
HUMAN RELATIONS SKILLS
Activity to Increase Life
and Career Successes for Women

prepared for

Edwards-Wabash-Wayne-White
Regional Vocational Delivery System
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Director

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1990

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Beverly Stitt
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PERSONAL LIFE SKILLS: I. SELF-ESTEEM

UNIT: A. INTERACTION

ACTIVITY TITLE: 1. INSIGHTS: AN INTERACTION GUIDE

GOAL
To listen to others to discover differences in personal choices without being judgmental.

GROUP SIZE: 5 - 7 in a group

MATERIALS: Sample questions and synthesis set.

TIME REQUIRED: 20 - 40 minutes.

OBJECTIVES:
Each participant will:
A. Answer questions
B. Listen to the answers of other participants. Do not judge the answers as either right or wrong.

PROCEDURES
AND DIRECTIONS:
1. Arrange the groups into circles.
2. Identify yourself to the members of your group.
3. Answer the questions directed to you.
4. You may pass a question to have time to think.
5. Answer in turn and come back to people who pass the first time.
6. Do not judge the answers as right or wrong.
7. Use the synthesis set to summarize the unit.

DISCUSSION:
QUESTIONS AND KEY POINTS

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?

We often think our choices are right for everyone.

2. Did you enjoy having your answers accepted by the group without judgement?

We like to be accepted for our choices.

3. Why are questions about people's choices not right or wrong?

People like different things. Different choices are natural.

EVALUATION:
All participants will:
A. Answer each question.
B. Accept each other's answers without judging the answers as right or wrong.
PERSONAL LIFE SKILLS:  I. SELF-ESTEEM  Name:________________________

UNIT:                        A. INTERACTION  Date:________________________

ACTIVITY SHEET:              1. INSIGHTS: AN INTERACTION GUIDE

GOAL
To listen to others to discover differences in personal choices without being judgmental.

MATERIALS:
Sample questions and synthesis set.

OBJECTIVES:
Participants will answer questions and listen to the answers of other participants without judging the answers as either right or wrong.

PROCEDURES
1. Arrange the groups into circles.  

AND
2. Answer the questions directed to you. You may pass a question to have time to think.

DIRECTIONS:
3. Answer in turn and come back to people who pass the first time.

4. Do not judge the answers as right or wrong.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?

2. Did you enjoy having your answers accepted by the group without judgement?

3. Why are questions about people's choices not right or wrong?
I. SELF-ESTEEM
   A. Interaction
      1. Insight
         a. Resource Sheet "Sample Questions"
           1. What is the best movie you have ever seen?
           2. What do you want to build?
           3. What do you like to do with free time?
           4. How do you choose friends?
           5. What kind of animal would you like to be?
           6. What would you like to smash?
           7. What is your favorite song?
           8. What is your favorite sport?
           9. What is the best book you ever read?
          10. What is the funniest movie you ever saw?
          11. What is the greatest value that guides your life?
          12. Who has influenced your life the most?
          13. If you were to paint it, what color is love?
          14. Choose a word to describe the sunset.
          15. What is the most beautiful quality about people?
          16. What is the greatest problem in the United States?
          17. My future dreams for myself include...
          18. What do you love the most?
          19. What comes to mind when you hear the word "reality"?

   SYNTHESIS SET
           1. What things did you find out about other people?
           2. Which person did you learn the most from?
           3. Which person do you want to know better?
           4. Which person likes people the most?
           5. Which person is most like you?
PERSONAL LIFE SKILLS:  I. SELF-ESTEEM

UNIT:  B. INSIGHTS

ACTIVITY TITLE:  1. GOOD ANSWER

GOAL

To have participants sit together and talk about different subjects in a self-controlled manner without judging the answers.

GROUP SIZE:  5-7 in a group

MATERIALS:  Sample questions and synthesis set.

TIME REQUIRED:  20-40 Minutes.

OBJECTIVE

Each participant will:

A. Participants will answer questions and listen to the answers of other participants. This will be done without judging the answers as either right or wrong.

PROCEDURES

1. Review list of sample questions.
2. Prepare name tags if needed.
3. Arrange groups into circles.
4. Explain that they are to answer questions and accept everyone's answer without interruption.
5. Answer questions directed to you.
6. Do not talk out of turn.
7. Do not judge the answers as right or wrong.

AND

DIRECTIONS:

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice? We often think our choices are right for everybody.
2. Did you enjoy having your answers accepted as OK with the group? We like to be accepted for our children.
3. Why are questions about people's choices OK, not right or wrong? People have different preferences. Different choices are natural.

DISCUSSION QUESTIONS AND KEY POINTS

EVALUATION:

Each participant will:

A. Will answer at least one questions.
B. Participants will accept each others answers without judging the answers as right or wrong.
PERSONAL LIFE SKILLS:

I. SELF-ESTEEM

Name:__________________________

UNIT:

B. INSIGHTS

Date:__________________________

ACTIVITY SHEET:

1. GOOD ANSWER

To have participants sit together and talk about different subjects in a self-controlled manner without judging the answers.

MATERIALS:

Sample questions and synthesis set.

OBJECTIVE

Participants will answer questions and listen to the answers of other participants. This will be done without judging the answers as either right or wrong.

PROCEDURES

1. Arrange the groups into circles.
2. Answer the questions directed to you.
3. Do not talk out of turn.
4. Do not judge the answers as right or wrong.

NOTES:______________________________________________________________

______________________________________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find it hard to keep from calling a person's answer wrong when you disagreed with their choice?

2. Did you enjoy having your answers accepted as OK with the group?

3. Why are questions about people's choices OK, not right or wrong?
PERSONAL LIFE SKILLS: I. SELF-ESTEEM

UNIT: C. SELF-WORTH

ACTIVITY TITLE: 1. AS YOU SEE YOURSELF

GOAL: To have individuals evaluate their feelings and beliefs of their own and others SELF-WORTH.

GROUP SIZE: Can be done as an individual but preferably in small groups.

MATERIALS: "As you see yourself questionnaire" pen or pencil.

TIME REQUIRED: 20 to 40 minutes depending on group size.

OBJECTIVES: At the completion of the activity, each individual will have:

A. Identified their perceived level of self-worth,
B. Participated in a small group discussion about themselves and others.

PROCEDURES AND DIRECTIONS:

1. Secure a copy of questionnaire "AS YOU SEE YOURSELF".
2. Carefully read the instructions and complete the questionnaire.
3. Join a small group for discussion.

DISCUSSION:

1. What is self-worth?

Self-worth is the self perceived level of personal worth.

2. Do you think that you see yourself differently than others see you?

It is not unusual for us to see ourselves differently than others see us.

3. Will your self-concept ever change?

Self-concept can change over time and it can change for the better or for the worse.

4. Can your self-worth be influenced by others?

Your self-worth can be influenced by others, either positively or negatively.

EVALUATION: Individuals will have:
A. Completed at least one response to each question.
B. Participated in the discussion group.
PERSONAL LIFE SKILLS: I. SELF-ESTEEM Name:
UNIT: C. SELF-WORTH Date:
ACTIVITY SHEET: 1. AS YOU SEE YOURSELF

GOAL
To have each individual evaluate their feelings and beliefs of their own and others SELF-WORTH.

MATERIALS:
"As you see yourself questionnaire".. pen or pencil.

OBJECTIVES:
At the completion of the activity each individual will have:
A. Identified their perceived level of self-worth,
B. participated in a small group discussion about self worth of themselves and others.

PROCEDURES AND DIRECTIONS:
1. Secure a copy of questionnaire "AS YOU SEE YOURSELF".
2. Carefully read the instructions and complete the questionnaire.
3. Join a small group for discussion.
4. Participate in discussion.
5. Prepare for and participate in summary activity.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:
1. What is self-worth?

2. Do you think that you see yourself differently than other people see you?

3. Will your self-concept ever change?

4. Can your self-worth be influenced by others?

EVALUATION
Individuals will have:
A. Completed at least one response to each question.
B. Participated in the discussion group.
I. SELF-ESTEEM
   C. SELF-WORTH
   1. As You See Yourself
      a. A Resource Sheet - "I like..."

INSTRUCTIONS: For each statement put a check on one of the columns. NO NAMES PLEASE - PLEASE BE HONEST WITH YOURSELF.

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>SOMETIMES</th>
<th>USUALLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like to be the center of attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I like to help others</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. I like for people to trust me.</td>
<td></td>
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<td></td>
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<tr>
<td>4. I like to hurry through with anything I do.</td>
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<tr>
<td>5. People do not understand me.</td>
<td></td>
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<tr>
<td>6. I like to be honest with people.</td>
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<tr>
<td>7. It hurts my feelings to be criticized.</td>
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<tr>
<td>8. I am polite to everyone</td>
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<tr>
<td>9. I can laugh at my own mistakes.</td>
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<tr>
<td>10. I try but I never seem to succeed.</td>
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<tr>
<td>11. I talk about others.</td>
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<tr>
<td>12. I am careful not to hurt anyone's feelings.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13. I like to be with lots of people.</td>
<td></td>
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</tr>
</tbody>
</table>

15. List (3) three jobs that you might be interested in, where this information would be helpful.
   a.
   b.
   c.
I. SELF-ESTEEM
   C. SELF-WORTH

   1. As You See Yourself
      b. A Resource Sheet - "Survey of Your Feelings"

DO YOU KNOW YOURSELF: PROBLEMS ABOUT MYSELF

You often think about your friends and others in terms of the kind of
people they are. But have you ever thought about what kind of person you
are? Here are some statements many people feel are problems they have. If
any of these bother you, put a check (___) on the line in front of the
number.

   ___ 1. I get mad too much
   ___ 2. I am not nice looking
   ___ 3. I bite my fingernails too much
   ___ 4. I feel bad about things I do
   ___ 5. I always get into trouble
   ___ 6. I am afraid to be at home alone at night
   ___ 7. I would like to get a job
   ___ 8. I worry too much
   ___ 9. I would like more clothes
   ___10. I would like to know what my career will be
   ___11. I am afraid of the dark
   ___12. I wish I were good at games
   ___13. I am too bashful
   ___14. I am too crabby
   ___15. I do not have much fun

SUMMARY QUESTIONS:

1. Do you know more about yourself now? YES ___ NO ___
2. Would you be able to rate someone else? YES ___ NO ___
3. Are certain personality traits important in certain jobs? YES ___ NO ___
I. SELF-ESTEEM
   C. SELF-WORTH
      1. As Your See Yourself
         c. A Resource Sheet - "THE FUTURE"

QUALITIES I WOULD FOLLOW IN A LEADER: (check (5) five)

In order to learn to lead, one must first learn to follow. Three (3) of MY IMPORTANT GOOD QUALITIES are:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Every person has a particular genius - even if it's only that they can read their own handwriting better than anyone else. Three (3) of my limitations are:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

What should be done about them?

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

"Dream no small dreams for these have not the magic to stir the individual soul". MY GREATEST DREAM IS TO:

__________________________________________

There is no limit to the amount a human being can accomplish, if they don't care who gets the credit. DAY BY DAY RESOLUTIONS - ACHIEVE SOMETHING SIGNIFICANT: List one achievement recently completed.

1. ____________________________________________

List two goals or achievements which you plan to attain.

1. ____________________________________________
2. ____________________________________________
PERSONAL LIFE SKILL
UNIT:
ACTIVITY TITLE:

II. GROWTH MOTIVATION
A. PERCEPTION

1. THE PERCEPTUAL "K"

GOAL
To recognize that the eye sees, but the mind evaluates.

GROUP SIZE:
Small group or class.

MATERIALS:
Flip chart, chalkboard or overhead projector and perception drawings.

TIME REQUIRED:
5 minutes.

OBJECTIVES:
The participants will:
A. Recognize that different people, while viewing the same illustration will, at first, see quite different things.

PROCEDURES
AND
DIRECTIONS:
1. Study the diagrams
2. Answer the questions asked by the leader.

DISCUSSION
QUESTIONS
AND
KEY
POINTS:
1. Why were the H's easier to see than the K's?
   Your eyes see, but your mind evaluates. The "H" was easier to see because you had the "K" on your mind.

2. In your work with other people, in what ways is your eye seeing one thing and your mind another?
   The mind does the thinking, the eye only sees. Your experiences, both good and bad, influenced what your mind thinks about what you see.

EVALUATION:
The leader will determine if the participants know what perception is by asking questions an giving them diagrams in which they have to use perception.
II. GROWTH MOTIVATION

UNIT:

A. PERCEPTION

ACTIVITY SHEET:

1. THE PERCEPTUAL "K"

GOAL

To have participants recognize "the eye sees, but the mind evaluates."

MATERIALS:

Flip chart, chalkboard or overhead projector and perception drawings.

OBJECTIVE

By the completion of the activity the participants will recognize that different people, while viewing the same illustration will, at first, see quite different emphasis.

PROCEDURES

1. Study the diagram and answer the questions.

AND

NOTES:

DIRECTIONS:

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why was the H's easier to see than the K's?

   __________________________

2. In your work with other people, in what ways is your eye seeing one thing and your mind another?

   __________________________

   __________________________
II. GROWTH MOTIVATION

A. PERCEPTION

1. THE PERCEPTUAL "K"
    a. A Resource Sheet "Perceptual "K"

STEPS IN THE PERCEPTION EXERCISE

1. Exhibit the following diagram on a flip chart or chalkboard.

2. Ask your group "What do you see?" Chances are you'll get responses like "arrows," "home plates," three houses on their side," etc.

3. When you get the response "two K's," immediately highlight the two K's. Then go on with the exercise by exhibiting the second diagram.

Then ask them "Now what do you see?" Very likely, you'll get the response "two H's." Now ask the group "Would you have seen the H's if someone had not first pointed out the K's?"
II. GROWTH MOTIVATION

A. PERCEPTION

2. WHAT DO YOU SEE?

To show that people see things differently.

GROUP SIZE:
Small group or class.

MATERIALS:
Transparencies and overhead projector.

TIME REQUIRED:
5 to 10 minutes.

OBJECTIVE
A. Look at each picture and write down what they see.

PROCEDURES
1. Introduce the exercise by stating that often our eyes may deceive us. Use the examples of "Optical Art" shown on the following pages.
2. The participants are to look at each picture and write down what they see.

DIRECTIONS:
1. In illustration A, is the box inside a room or are there two boxes? (both are correct).
2. In illustration B, are the lines pulled apart at the center or are they parallel?
3. In illustration C, what happened to the center prong?
4. In illustration D, which end is out? (either).
5. In illustration E, which boy is the tallest? (all are the same height)

DISCUSSION
You may have to force your mind to think of the alternate picture to see it.

QUESTIONS
AND
KEY
POINTS

EVALUATION:
Each participant will:

A. Participants will see the differences.
PERSONAL LIFE SKILLS: II. GROWTH MOTIVATION Name __________
UNIT: A. PERCEPTION Date: __________
ACTIVITY SHEET: 2. WHAT DO YOU SEE?

GOAL

To show that people see things differently.

MATERIALS: Transparencies and overhead projector.

OBJECTIVE

To recognize that people see the same pictures differently.

PROCEDURES AND DIRECTIONS:

1. Participants are to look at each picture and write down what they see.

NOTES: __________________________________________

___________________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. In Illustration A, is the box inside a room or are there two boxes? (both are correct).

2. In illustration B, are the lines pulled apart at the center or are they parallel? (parallel)

3. In illustration C, what happened to the center prong?

4. In illustration D, which end is out? (either)

5. In illustration E, which boy is the tallest? (all are the same height)
II. GROWTH MOTIVATION

A. Perception

2. What do you see?

a. A Resource Sheet "Perception"

ILLUSTRATION A:

ILLUSTRATION B:
PERSONAL LIFE SKILLS:

II. GROWTH MOTIVATION

B. SELF-CONCEPT

1. IDENTIFY YOUR IMAGE

Participants will identify their ideas about self-concept.

GROUP SIZE:
Classroom or small groups.

MATERIALS:
Word List and paper and pencil.

TIME REQUIRED:
30 minutes

Each participant will:

A. Choose words to describe their self-concept and notice the words other people use to describe self-concepts.

PROCEDURES

1. Have participants write down four or more words that describe themselves.
2. Pick up papers and mix the order.
3. Read lists and ask participants to identify persons from the description on list.
4. Ask group to find the participant that is described.

QUESTIONS AND POINTS

1. How do people describe themselves? Some people are negative in describing themselves; others are positive.
2. Did people know you from your description of yourself. Sometimes words we use to describe ourselves are not clear to our peers.
3. What different words could you use to describe yourself? Hearing other words can remind us of ways we can describe ourselves.

EVALUATION:

Each participant will:

A. Find at least four words to describe his/her self-concept.
B. Participate in discussion.
PERSONAL LIFE SKILLS: II. GROWTH MOTIVATION

UNIT: B. SELF-CONCEPT

ACTIVITY SHEET: 1. IDENTIFY YOUR IMAGE

GOAL
For participants to identify their ideas about self-concept.

MATERIALS: Word list and paper and pencil.

OBJECTIVE
Participants will choose words to describe their self-concept and notice words other people use to describe self-concepts.

PROCEDURES
1. Have participants write down four or more words that describe themselves
2. Pick up papers and mix the order.
3. Read a description at random from the papers.
4. Ask class to find the participant that is described.

DIRECTIONS:

NOTES:

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. How do people describe themselves?

2. Did people know you from your description of yourself?

3. Hearing other words can remind us of ways we can describe ourselves.
II. GROWTH MOTIVATION

B. SELF-CONCEPT

1. IDENTIFY YOUR IMAGE

   a. A Resource Sheet "Self-Concept."

LISTING OF TRAITS

ALL POSITIVE TRAITS (add any positive traits not listed as needed.)

   ____ Leadership
   ____ Follower
   ____ Honest
   ____ Trustworthy
   ____ Kind
   ____ Polite
   ____ Adventurous
   ____ Pleasant
   ____ Thoughtful
   ____ Gentle
   ____ Has Will Power
   ____ Easy to get Along With
   ____ Good Sport
   ____ Dependable
   ____ A Doer (active or energetic person)
   ____ Ambitious
   ____ Has Integrity
UNIT: A. PERCEPTION

ACTIVITY TITLE: 1. PERCEPTIONS DIFFER

GOAL

Encourage participants to observe that awareness of perception is important in understanding others.

GROUP SIZE: Small groups of 3 to 5 people.

MATERIALS: An action picture.

TIME REQUIRED: 10 - 30 minutes.

OBJECTIVES:

At the completion of the activity, the participants will:

A. Recognize that we perceive things differently
B. Identify two potential causes for breakdown in communication.

PROCEDURES AND DIRECTIONS:

1. Select a picture full of action.
2. Study the picture for three minutes and write down your perception of the picture. To only one other participant describe at least three points.
3. After the picture is described to you, try to describe it to only one other participant.
4. The last person in the group will then write down her perceptions on a piece of paper.
5. Note the difference in descriptions.

DISCUSSION QUESTIONS AND KEY POINTS

1. Why do we perceive things differently?
Selective attention - People put emphasis on different things.

2. Identify how and why each participant changed the emphasis.
Different experiences influence what we see and hear.

3. What caused any breakdown in communications in the group?
Clearly identify at least 2 reasons for breakdowns. Distractions - talking, not listening, thinking ahead. Distorted images - different words have different personal meanings Inadequate descriptions.

EVALUATION:

Compare the leader's perception and last person's perception.
PERSONAL LIFE SKILLS: III. ASSERTION  Name:______________________
UNIT: A. PERCEPTION  Date:______________________
ACTIVITY SHEET: 1. PERCEPTIONS DIFFER

GOAL: To observe that awareness of perception is important in understanding others.

MATERIALS: An action picture.

OBJECTIVES: At the completion of the activity, the participants will:

A. Recognize that we perceive things differently.
B. Identify two potential causes for breakdown in communication.

PROCEDURES AND DIRECTIONS:
1. Study the picture for three minutes.
2. Write down your perception of the picture.
3. Describe at least three points to only one other participant.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why do we perceive things differently?

2. Identify how each participant changed the emphasis of the description.

3. Why was there a change in the emphasis?

4. What caused any breakdown in communications in the group?
PERSONAL LIFE SKILLS:

UNIT:

ACTIVITY TITLE:

III. ASSERTION

A. PERCEPTION

2. HOW WE HEAR

GOAL

To show the difference in perception.

GROUP SIZE:

Small group.

MATERIALS:

Newspaper, paper, and pencil.

TIME REQUIRED:

10 Minutes.

OBJECTIVE

Participants will:

A. Illustrate that we hear statements differently therefore we perceive differently.

1. Leader will read from a newspaper, short story or show a video tape.

2. The others will write down what they remember.

PROCEDURES AND DIRECTIONS:

1. What did you hear?

What you hear is not always what was said.

2. Did you hear what others heard?

Others may listen to the same story and hear the story differently.

3. Why were there different points picked to write down?

DISCUSSION QUESTIONS AND KEY POINTS

EVALUATION: perceptions. Ask participants how they feel about others'
PERSONAL LIFE SKILLS: III. ASSERTION
UNIT: A. PERCEPTION
ACTIVITY SHEET: 2. HOW WE HEAR

GOAL

To show the difference in perception.

MATERIALS:
Newspaper, paper, and pencil.

OBJECTIVE

To illustrate that we hear statements differently, therefore we perceive differently.

PROCEDURES
1. Listen to the story and write down what you hear.

DIRECTIONS:

NOTES:

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What did you hear?

2. Did you hear what others heard?

3. Why were there different points picked to write down?
III. ASSERTION

B. BEHAVIOR STYLES

ACTIVITY TITLE: 1. PERSONAL AND WORKSITE ROLES

GOAL

Develop assertive communication skills.

GROUP SIZE: At least three groups of three.

MATERIALS: Copies of role-playing situations or actual situations developed by leader and/or participants. Descriptions of communication styles.

TIME REQUIRED: 30 minutes for each situation.

OBJECTIVE

Each group will role play the deferent, aggressive and assertive response to develop skills in assertive communication.

PROCEDURES AND DIRECTIONS:

1. Select a situation from personal or work life.
2. Give groups the same situation to review.
3. Provide groups with a description of behavior habits, and speech of each style of communication.
4. Group one will develop a deferent response.
   Group two will develop an aggressive response, and group three will develop an assertive response.
5. Groups take turns role playing their response.
6. Groups practice a different response with each situation.

DISCUSSION QUESTIONS AND KEY POINTS:

1. What are the differences in behavior for each communication style?

   Deferent - gives in, apologetic, pleads, cries, looks down, hopes
   Aggressive - dominates, attacks, loud, points, makes demands, overreacts
   Assertive - honest, respects self and others, listens, makes direct eye contact

2. What are the reasons for these behaviors?

   Deferent - to avoid conflict
   Aggressive - to express hostility and anger or to get things done quickly
   Assertive - to have positive feelings while getting goals achieved

3. How do people with these communication styles feel about themselves?

   Deferent - low self esteem, hurt, powerless
   Aggressive - superior, alienated, bitter,
   Assertive - confident, powerful, relaxed

EVALUATION:

Each participant will:

A. Contribute to the role playing activity.
B. Provide suggestions in discussion with group.
III. ASSERTION

Name ______________________

B. BEHAVIOR STYLES

Date ______________________

ACTIVITY SHEET:

1. PERSONAL AND WORKSITE ROLES

GOAL

Develop assertive communication skills.

MATERIALS:

Copies of role-playing situations or actual situations developed by leader and/or participants. Descriptions of communication styles.

OBJECTIVE

Each group will role play the deferent, aggressive and assertive response to develop skills in assertive communication.

PROCEDURES

1. Select a situation.

AND

2. Review description of behaviors.

DIRECTIONS

3. Develop response and role play each of the three possible responses.

NOTES: __________________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What are the differences in behavior for each communication style?

   __________________________________________

   __________________________________________

   __________________________________________

2. What are the reasons for these behaviors?

   __________________________________________

   __________________________________________

   __________________________________________

3. How do people with these communication styles feel about themselves?

   __________________________________________

   __________________________________________

   __________________________________________
III. ASSERTION

B. BEHAVIOR STYLES

1. PERSONAL & WORKSITE ROLES

1. Situation. You are a woman sitting with a friend in a restaurant waiting for dinner to be served. Two men approach the table and begin intruding upon the conversation. Thinking you want to be picked up, they impose themselves obnoxiously. You and your friend want to be left alone to enjoy your meal. What assertive message can you deliver?

Your script:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. Situation. You are waiting in your car for another car to leave the parking space you anticipate taking. You have to back up to permit the other car to exit. In the meantime, a third car takes the parking space. What do you do?

Your script:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Situation. Your child falls and hits his forehead while playing. There is a large swelling and you fear a concussion. You rush the child to the hospital. The child loses consciousness on the way. Once at the hospital, a clerk begins to ask you a series of long questions while you stand holding the child and fearing for his life. What do you say?

Your script:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Situation. You have waited in line for 20 minutes to make a purchase that requires the use of a check. When you get to the cashier, you are told that the line you are in does not cash checks and you must stand at the end of a new line. What do you do?

Your script:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
### III. ASSERTION

#### B. BEHAVIOR STYLES

#### 1. PERSON AND WORK SITE ROLES

<table>
<thead>
<tr>
<th>Non-verbal Cues</th>
<th>Style 1</th>
<th>Style 2</th>
<th>Style 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gestures</td>
<td>Wringer hands</td>
<td>Point, shake finger</td>
<td>Assured</td>
</tr>
<tr>
<td></td>
<td>Fidget</td>
<td>Push</td>
<td>Calm</td>
</tr>
<tr>
<td></td>
<td>Talk with hand over mouth</td>
<td>Slam doors</td>
<td>Reach out</td>
</tr>
<tr>
<td></td>
<td>Other nervous gestures</td>
<td>Throw things</td>
<td>Open</td>
</tr>
<tr>
<td>Facial expression</td>
<td>Bored look</td>
<td>Frown</td>
<td>Attentive</td>
</tr>
<tr>
<td></td>
<td>Pouting, sulking</td>
<td>Roll eyes when disgusted</td>
<td>Interested</td>
</tr>
<tr>
<td></td>
<td>Blank look</td>
<td>Squint eyes critically</td>
<td>Congruent</td>
</tr>
<tr>
<td></td>
<td>Smile and nod agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye contact</td>
<td>Seldom looks at others</td>
<td>Glare</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Downcast eyes</td>
<td>Stare</td>
<td>Good eye contact</td>
</tr>
<tr>
<td></td>
<td>Roving eyes</td>
<td>Constant</td>
<td></td>
</tr>
<tr>
<td>Posture</td>
<td>Slumped</td>
<td>Walk fast</td>
<td>Relaxed</td>
</tr>
<tr>
<td></td>
<td>Crooked</td>
<td>Rigid</td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td>Uneven</td>
<td>Clench fist</td>
<td>Level</td>
</tr>
<tr>
<td>Tone of voice</td>
<td>Weak</td>
<td>Critical</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low, meek tone</td>
<td>Loud, yelling and rasping</td>
<td>Volume appropriate</td>
</tr>
<tr>
<td></td>
<td>Timid, whiny</td>
<td>Scream</td>
<td></td>
</tr>
<tr>
<td>Rate of speech</td>
<td>Fast--when anxious</td>
<td>Fast</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>Hesitant--when doubtful</td>
<td>Precise</td>
<td>Volume appropriate</td>
</tr>
<tr>
<td>Behavior</td>
<td>Manipulative when angry</td>
<td>Put others down</td>
<td>Operate from own choice</td>
</tr>
<tr>
<td></td>
<td>Sigh a lot</td>
<td>Often first, competitive</td>
<td>Plan for what is needed</td>
</tr>
<tr>
<td></td>
<td>Smile when angry</td>
<td>Am never wrong</td>
<td>Action-oriented</td>
</tr>
<tr>
<td></td>
<td>Avoid any conflict</td>
<td>Take over a group</td>
<td>Firm</td>
</tr>
<tr>
<td></td>
<td>Afraid to take risks</td>
<td>Bossy, pushy</td>
<td>Trusting</td>
</tr>
<tr>
<td></td>
<td>Stage fright</td>
<td>Overpower others</td>
<td>Self-responsible</td>
</tr>
<tr>
<td></td>
<td>Clam up</td>
<td>Jump on others</td>
<td>Emphasize the positive</td>
</tr>
<tr>
<td></td>
<td>Constantly ask permission</td>
<td>Know-it-all attitude</td>
<td>Fair, just</td>
</tr>
<tr>
<td></td>
<td>Complain instead of acting</td>
<td>Demand center stage</td>
<td>Consistent</td>
</tr>
<tr>
<td></td>
<td>Buy approval of others</td>
<td>Emotional</td>
<td>Proaction</td>
</tr>
<tr>
<td></td>
<td>Kowtow to other's desires</td>
<td>Use others as 'things'</td>
<td>Don’t deny other’s rights</td>
</tr>
</tbody>
</table>

#### Verbal Cues

<table>
<thead>
<tr>
<th>Words used</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yessing</td>
<td>“You must...”</td>
<td>“I choose to...”</td>
<td></td>
</tr>
<tr>
<td>“I wish...”</td>
<td>“You always...”</td>
<td>“What are our options?”</td>
<td></td>
</tr>
<tr>
<td>“I can’t”</td>
<td>Obscenities</td>
<td>“Who, when, where?”</td>
<td></td>
</tr>
<tr>
<td>“I’ll try...”</td>
<td>Verbal abuse</td>
<td>“Let’s talk it over.”</td>
<td></td>
</tr>
<tr>
<td>“I should...”</td>
<td>“Do what I say...”</td>
<td>“What alternatives...?”</td>
<td></td>
</tr>
<tr>
<td>I’m sorry, but...</td>
<td>“You know better...”</td>
<td>“I agree...”</td>
<td></td>
</tr>
</tbody>
</table>
### Style 1

**Mottos & Beliefs**
- “I must be nice”
- “I don’t say what I think”
- “I don’t express myself”
- “I don’t disagree”
- “I am inadequate”
- “Others have rights”

**Characteristics**
- Apologetic, self-conscious
- Self-doubting, submissive
- Unresponsive
- Trust others, but not self
- Can’t take compliments
- Doesn’t express own wants
- Nice, helpful, easy going
- Pliable
- Misunderstood
- Allow others to decide
- Rarely achieve goals
- Has no respect or power

**Confronting Problems**
- Non-confrontational
- Avoid conflict
- Play dumb, confused
- Withdraw, sullen
- Hesitate to speak up
- Non-committal

**Feelings Felt**
- Hide feelings
- Resentful, powerless
- Inferior
- Depressed
- Embarrassed

**Communication Style**
- Indirect
- Agree to everything
- Don’t speak up
- Hesitant
- Never interrupt

**Effects**
- On self:
  - Self-pity
  - Headache, back pains
  - Gave up being ‘me’
  - Create own opposition
  - Pay high price
  - Make enemies
  - Feel contented

- On others:
  - Feel disgust
  - Build dependencies
  - Feel guilty
  - Get the blame
  - Foster resistance
  - Undermine respect
  - Foster fear
  - Foster resentment

---

### Style 2

**Mottos & Beliefs**
- “I’ve got rights.”
- “I am most important.”
- “I am never wrong.”
- “I always get my way”
- “I will get even.”
- “I must win every time.”

**Characteristics**
- Always achieve goals
- Direct to fault
- Demanding, arrogant
- Domineering, bullying
- Opinionated
- Forceful, arbitrary
- Patrozing
- Belittling
- Authoritarian
- Self-righteous
- Punitive, critical
- Self-Initiative

**Confronting Problems**
- Non-confrontational
- Step on toes
- Can’t accept defeat
- Confront loudly
- Control
- Operate from win/lose
- Push, hurry

**Feelings Felt**
- Anger
- Resentment
- Hostility
- Stress
- Frustrated

**Communication Style**
- Close-minded
- Interrupt
- Talk fast
- Name calling
- Monopolizing

**Effects**
- On self:
  - Joy
  - Enthusiasm
  - Excitement
  - Well-being
  - Even-tempered

- On others:
  - Active listener
  - Positive self-image
  - State limits, expectations

---

### Style 3

**Mottos & Beliefs**
- OK to learn from mistakes
- Mistakes aren’t final
- Believe in self, others
- Respect self, others
- Give positive reinforcement
- I have rights so do others

**Characteristics**
- Non-judgmental
- Forgiving, understanding
- Trust self, others
- Loving
- Enthusiastic
- Confident
- Self-responsibility
- Tolerant, patient
- Open, flexible, versatile
- Persistent
- Playful sense of humor
- Decisive

**Confronting Problems**
- Non-confrontational
- Win/win
- Negotiate, bargain
- Explore
- Take action with problems
- Don’t let negativity build
- Have problem-solving skills

**Feelings Felt**
- Joy
- Enthusiasm
- Excitement
- Well-being
- Even-tempered

**Communication Style**
- Active listener
- Positive self-image
- State limits, expectations

**Effects**
- On self:
  - High self-esteem
  - Have energy
  - Feel contented

- On others:
  - Morale is high
  - Feel listened to
  - Know where I stand
  - High self-esteem
PERSONAL LIFE SKILLS: IV. INTERPERSONAL COMFORT
ACTIVITY TITLE: 1. MEN AND WOMEN ARE ALL ALIKE

GOAL

To increase awareness regarding sex role stereotyped attitudes.

GROUP SIZE: Groups of 3 to 5.

MATERIALS: Paper and pencil.

TIME REQUIRED: 20 minutes.

OBJECTIVES:

At the completion of the activity the participants will:
A. Have an increased awareness of stereotyped attitudes about male/female behaviors.
B. Recognize the power of cultural conditioning and stereotyping.

PROCEDURES AND DIRECTIONS:

1. List ten behaviors perceived as negative or aggravating. List 5 primarily associated with men and 5 primarily associated with women.
2. Compare with other group members. Pay close attention to behaviors of members of the opposite sex.
3. Begin a discussion about stereotyped attitudes concerning male and female behavior.

1. Are there any similarities in negative male and female behaviors? In male/female perceptions?
   Some behaviors listed as negative male or female behaviors are the same.
2. Which behavior is most aggravating to you? Does the individual's sex play a role in the aggravating behavior?
   Some behaviors listed are based on myth rather than real people.
3. When both sexes are guilty of a negative behavior, are you more aggravated by one?
   Some behaviors listed are positive male or female behaviors because of stereotype.
4. How does this exercise address stereotypes?
   We tend to view people by our learned attitudes of what is acceptable for male or female.

EVALUATION: All participants will:
A. List and contribute to the discussion about the unit.
PERSONAL LIFE SKILLS: IV. INTERPERSONAL COMFORT

UNIT: A. PERCEPTION

ACTIVITY SHEET: 1. MEN AND WOMEN ARE ALL ALIKE

GOAL

To become aware of sex role stereotypes.

MATERIALS:
Pencil and paper.

OBJECTIVE

The participant will:

A. Increase awareness of stereotyped attitudes about male/female behaviors.
B. Will recognize the power of cultural conditioning.

PROCEDURES

1. Complete a list of 10 aggravating behaviors.
   List 5 that are primarily male behaviors.
   List 5 that are primarily female behaviors.

DIRECTIONS

2. Compare with other group members, note behaviors of opposite sex. For example, why do you think the behavior is negative for the opposite sex? Why do you associate a behavior as male stereotype or female stereotype?

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Are there any similarities in negative male and female behaviors? In male/female perceptions?

2. Which behavior is most aggravating to you? Does the individual's sex play a role in the aggravating behavior (example poor drivers)?

3. When both sexes are guilty of a negative behavior, are you more aggravated by one? Why? Why not? Do you notice it more?
PERSONAL LIFE SKILLS:  V. EMPATHY

UNIT:  A. LISTENING

ACTIVITY TITLE:  1. DID YOU HEAR WHAT I SAID?

GOAL
To develop skills of active and effective listening.

GROUP SIZE:  Groups of three.

MATERIALS:  Newspaper or magazine articles.

TIME REQUIRED:  30 - 40 minutes

Each participant will:

A. Take the role of Speaker, Listener and Referee to develop listening skills.

PROCEDURES AND DIRECTIONS:

1. Select a topic of controversial nature from a magazine or local newspaper. Subjects could be on politics, labor, management or other topic in good taste.
2. Select a Speaker, Listener and Referee for your group.
3. The Speaker will discuss the topic without interruption for 3 minutes.
4. The Listener summarizes the discussion without notes for 2 minutes.
5. The Referee can correct or make additional comments about the topic that the Listener did not mention.
6. Assign a new topic and the participants change roles. Repeat for each participant.

DISCUSSION QUESTIONS AND KEY POINTS

1. In your role as Speaker, did you sense difficulties or experience any awkward moments? People need feedback to be effective in communicating with others.
2. Did you sense difficulty as a Listener or Referee? When we are listening, it is hard to concentrate on everything the Speaker is saying. Taking notes can help organize our thoughts.
3. Did you identify or see any barriers that obstructed effective listening? People are frustrated when they cannot ask questions or interact in conversation.
4. In your role as Listener, why was it difficult to summarize and paraphrase the Speaker's comments? We may find restating conversation harder than stating our own thoughts on the topic.

EVALUATION:
Each participant will:
A. Take each role in turn.
B. Join in the discussion.
PERSONAL LIFE SKILLS: V. EMPATHY Name ________________________

UNIT: A. LISTENING Date: ____________________

ACTIVITY SHEET: 1. DID YOU HEAR WHAT I SAID?

GOAL

To develop skills of active and effective listening.

MATERIALS:

Newspaper or magazine articles.

OBJECTIVE

To take the role of Speaker, Listener and Referee to develop listening skills.

PROCEDURES

1. Select a Speaker, Listener and Referee.
2. The Speaker discusses the topic without interruption for 3 minutes. (The Referee may take notes but not the Listener)
3. The Listener summarizes the discussion without notes for 2 minutes.
4. The Referee can correct or make additional comments about the topic that the Listener did not mention.
5. Assign new topic and the participants change roles. Repeat 2,3,4 until all participants have taken each role.

NOTES: __________________________________________

_________________________________________________

_________________________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. As Speaker, did you have awkward moments?

_________________________________________________

2. Did you sense difficulty as a Listener or Referee?

_________________________________________________

3. Did you identify or see any barriers that obstructed effective listening?

_________________________________________________

4. In your role as Listener, why was it difficult to summarize and paraphrase the Speaker's comments?

_________________________________________________
VI. DRIVE STRENGTH

A. GOAL SETTING

Activity Title: To understand the effect of clear goals on improving performance.

Goal: 1. THE POWER OF CLEAR GOALS

Group Size: Groups of four.

Materials: Paper, pencil and Observation Guide.

Time Required: 30-40 minutes.

Participants will:

Objective: A. See the differences in performance with a clear goal versus an unclear goal.

Procedures and Directions:

1. Form groups of four and select an observer.
2. Observers will follow observation guides while groups work on two tasks (first task—unclear; second—clear). Observer will make careful observations of group behavior on both tasks.
3. Observers return to their groups and brief them. A discussion without observers follows for 8 minutes/task. (Task one—list appropriate goals to govern best development of group experiences, to increase social development in a democratic society. Task two—list all formally organized clubs/organizations that exist in a typical community.
4. Observers report to total group at completion.

Discussion Questions and Key Points:

1. What are characteristic behaviors of people with unclear goals?
   People ask to have the goal clarified. Working climate is hostile or tense. Much of the talking is not related to the task. Nonverbal behavior is distracting or not related to the task.

2. What are characteristic behaviors of people with clear goals?
   People stay on the task, talking is related to the task. There is less nonverbal distractions and working climate is pleasant and cooperative.

3. What are characteristics of unclear goals?
   Unclear goals are vague and are not measurable. The unclear goals make it difficult to find a completion point.

4. What are characteristics of clear goals?
   Clear goals are precise and have measurable objectives. The goal has a definite end point or completion time.

Evaluation: All participants will enter a discussion.
VI. DRIVE STRENGTH

A. GOAL SETTING

1. RESOURCE SHEET - OBSERVATION GUIDE

During this exercise the groups will work on two tasks. The first task will be unclear, the second will be clear. Your job as an observer is to make careful notations of group behavior on the groups, but sit outside the circle.

<table>
<thead>
<tr>
<th>FIRST TASK</th>
<th>SECOND TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) The number of times the goal was clarified or asked to be clarified.</td>
<td></td>
</tr>
<tr>
<td>(2) Assessment of &quot;working&quot; climate of the group. Was the working climate cooperative, hostile, pleasant, critical, or accepting.</td>
<td></td>
</tr>
<tr>
<td>At the beginning?</td>
<td></td>
</tr>
<tr>
<td>At the middle?</td>
<td></td>
</tr>
<tr>
<td>At the end?</td>
<td></td>
</tr>
<tr>
<td>(3) Frequency of verbal behavior not directly related to getting the job done (side conversations, jokes, comments).</td>
<td></td>
</tr>
<tr>
<td>(4) Frequency of nonverbal behavior not related to getting the task done (looking around the room, horseplay, bored, withdrawal, hostility).</td>
<td></td>
</tr>
<tr>
<td>(5) How much progress did the group make in getting the task done? (Make an estimate.)</td>
<td></td>
</tr>
</tbody>
</table>
VI. DRIVE STRENGTH

A. GOAL SETTING

1. RESOURCE SHEET - OBSERVATION GUIDE

During this exercise the groups will work on two tasks. The first task will be unclear, the second will be clear. Your job as an observer is to make careful notations of group behavior on the groups, but sit outside the circle.

(1) The number of times the goal was clarified or asked to be clarified.

(2) Assessment of "working" climate of the group. Was the working climate cooperative, hostile, pleasant, critical, or accepting.

At the beginning?

At the middle?

At the end?

(3) Frequency of verbal behavior not directly related to getting the job done (side conversations, jokes, comments).

(4) Frequency of nonverbal behavior not related to getting the task done (looking around the room, horseplay, bored, withdrawal, hostility).

(5) How much progress did the group make in getting the task done? (Make an estimate.)
PERSONAL LIFE SKILLS: VII. DECISION MAKING

UNIT: A. PROBLEM SOLVING

ACTIVITY TITLE: 1. A TEAM EFFORT

GOAL
To compare individual problem-solving skills with group problem-solving skills.

GROUP SIZE: Classroom or small group.

MATERIALS: Pencils and "Moon Rescue" scenario.

TIME REQUIRED: 25 to 35 minutes.

OBJECTIVE
Choose the most necessary items to survive on the moon.

PROCEDURES AND DIRECTIONS:
1. Form groups of 3 to 6 participants.
2. Discuss methods of problem-solving.
3. Read the scenario "Moon Rescue".
4. Choose 5 items you would take to survive the two day march.
5. Be ready to tell why you picked these 5 items.
6. When all your group have completed their choices, share your answers with the group.
7. Agree as a group on the items to carry on the two day march.

DISCUSSION QUESTIONS AND KEY POINTS:
1. Why did you choose the five items?
   The answers are: Air Tank, Water, Dehydrated Milk, Map of the Moon, Radio.
2. Were your choices different than the choices made by the group?
3. Why did you have trouble deciding on the group answer?
   When people work together, more choices are considered than by an individual.
4. What are the differences between individual and group problem-solving?
   People tend to defend their own choices as the correct action for everybody.

EVALUATION:
All participants will:
A. Complete the "Moon Rescue" choices and;
B. Participate in the discussion.
PERSONAL LIFE SKILLS: VII. DECISION MAKING
UNIT: A. PROBLEM-SOLVING
ACTIVITY SHEET: 1. A TEAM EFFORT

NAME: ________________________
DATE: ________________________

GOAL: To compare individual problem-solving skills with group problem-solving skills.

MATERIALS: Pencils and "Moon Rescue" scenario.

OBJECTIVE: To choose the most necessary items to survive on the moon.

PROCEDURES AND DIRECTIONS:

1. Read the scenario "Moon Rescue".
2. Choose the 5 items you would take to survive the two day march.
3. Be ready to tell why you picked these 5 items.
4. When all your group have completed their choices, share your answers with the group.
5. Agree as a group on the items to carry on the two day march.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Why did you choose the five items?

2. Were your choices different than the choices made by the group?

3. Why did you have trouble deciding on the group answer?

4. What are the differences between individual and group problem-solving?
VII. DECISION MAKING
A. Problem-Solving
   1. A Team Effort
      a. A Resource Sheet "Moon Rescue"

Four people including yourself are on the moon. You need to travel on foot to your space station located two days march away. There is not air or oxygen on the moon. You must wear your space suit at all times to protect you from the heat and cold, and to supply you with air to breathe. Because of the low gravity each person can easily carry over 100 pounds.

If you can only take 5 items, which of the following items would you choose?

<table>
<thead>
<tr>
<th>Check</th>
<th>Item</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Box of Matches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Food</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stove</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One Air Tank Each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Map of the Moon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gallon of Water Each</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dehydrated Milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Newspaper</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Radio for Talking to the Space Station</td>
<td></td>
</tr>
</tbody>
</table>
VIII. TIME MANAGEMENT

A. DAILY PRIORITIES

1. A DAY IN THE LIFE OF...

GOAL
Analyze daily time use in order to create a daily schedule of priorities to accomplish personal goals.

GROUP SIZE:
Individual or class group.

MATERIALS:
Daily log and priority sheet.

TIME REQUIRED:
30 minutes for introduction, 1 week interval, 30-40 minutes analysis session.

Each participant will:
A. Keep an accurate record of personal time use for one week.

PROCEDURES
1. Obtain log and priority sheet.
2. Discuss time management.
3. Complete an accurate time log covering 1 week.
4. Total the time spent on major activities; example: work, sleep, meals, leisure.
5. Create a priority sheet of activities you want and need to do each day.
6. Compare your daily log to your priority list.
7. Develop a new schedule for the next week.
8. Repeat the process to improve your daily time management.

DISCUSSION QUESTIONS AND KEY POINTS:
1. What was the major time user of your day?
   Sleep, work or school is the major use of people's time.

2. What is the most common waste of time in your day?
   Identifying time wasting activities is the first step in filling the time with useful activities.

3. Do your priorities match your time use?
   Few people can match priority with the actual time they spent on different activities. People need a balance of study time, family time, social time and personal time.

EVALUATION:
All participants will:
A. Complete at least a 3 day daily time log, and
B. Create a priority plan sheet.
PERSONAL LIFE SKILLS: VIII. TIME MANAGEMENT

UNIT:

A. DAILY PRIORITIES

ACTIVITY SHEET:

1. A DAY IN THE LIFE OF...

GOAL

To analyze daily time use in order to create a daily schedule of priorities to accomplish personal goals.

MATERIALS:

Daily log and priority sheet.

OBJECTIVE

To keep an accurate record of personal time use for one week.

PROCEDURES AND DIRECTIONS:

1. Complete time log for one week.
2. Total the time spent on major activities; example: work, sleep, meals, leisure.
3. Create a priority sheet of activities you want and need to do each day.
4. Compare your daily log to your priority list.
5. Develop a new schedule for the next week.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What was the major time user of your day?

2. What is the most common waste of time in your day?

3. Do your priorities match your time use?
VIII. TIME MANAGEMENT

A. A Resource Sheet-DAILY PRIORITIES

1. A DAY IN THE LIFE OF...

<table>
<thead>
<tr>
<th>DAYS</th>
<th>DAILY LOG</th>
<th>PRIORITY</th>
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<tbody>
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<td>Sunday</td>
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<td>Saturday</td>
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</tbody>
</table>
PERSONAL LIFE SKILL

UNIT:

ACTIVITY TITLE:

GOAL

Develop a systematic approach in problem-solving.

GROUP SIZE:

Small group or class

MATERIALS:

Pentagon diagram

TIME REQUIRED:

15 - 20 minutes

OBJECTIVE

Find 35 triangles in the pentagon drawing in a systematic manner.

PROCEDURES AND DIRECTIONS:

1. View the pentagon diagram.
2. Count the number of triangles included in the diagram.
3. Discuss with group how many triangles you found.
4. How many different categories of triangles can you find?

DISCUSSION QUESTIONS AND KEY POINTS:

1. Did you find all 35 triangles?
2. What are the 5 categories?

There are 10 small single triangles (without any intersection lines in them, e.g. AFG);
There are 5 tall triangles (each with an external side as a base and containing 5 pieces, e.g. ABD);
There are 5 long-base triangles (each with 3 pieces, e.g. ACJ);
There are 5 with two exterior sides (each with 3 pieces, e.g. EAB);
There are 10 with 2 small triangles inside (e.g. ABF)

3. How does the lack of a systematic approach cause us problems in our work/personal lives?

We lose some possibilities by not having a systematic approach. We need a system to track possible solutions as we think of the ideas.

EVALUATION:

All participants will:

A. Discover the 35 triangles after knowing the 5 categories.
PERSONAL LIFE SKILLS: IX. SALES ORIENTATION

UNIT: A. CREATIVITY

ACTIVITY SHEET: 1. NEW ANGLES

Name: ___________________ Date: ______________

GOAL

Develop a systematic approach to problem-solving.

MATERIALS:

Pentagon diagram

OBJECTIVE

Find 35 triangle in the pentagon drawing in a systematic manner.

PROCEDURES

1. View the diagram.
2. Find the 35 triangles.

DIRECTIONS:

3. How many different categories of triangles can you find?

NOTES:


SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find all 35 triangles?

___________________________________________________________

2. What are the 5 categories?

___________________________________________________________

3. How does the lack of a systematic approach cause us problems in our work/personal lives?

___________________________________________________________

___________________________________________________________

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IX. SALES ORIENTATION
A. Creativity
   1. New Angles
      a. A Resource Sheet "The Hidden Triangles"
PERSONAL LIFE SKILLS: X. COMMITMENT ETHIC

UNIT: A. PRIORITIES

ACTIVITY TITLE: 1. PRIORITIES FOR SUCCESS

GOAL To develop a commitment to essential activities and people in our lives.

GROUP SIZE: Individually or small group.

MATERIALS: Paper and pencil.

TIME REQUIRED: 30 - 60 minutes

OBJECTIVE Each participant will:

A. Identify the essential uses of time in their weekly activities.

PROCEDURES

AND

DIRECTIONS:

1. Write down the activities you want to do next week or people you want to please.
2. Locate three activities you must do to maintain your minimum performance. Assign a number "1" to these items.
3. Choose one person or activity that is the most important to your success and write down "A" by that item.
4. Choose 3 items that are urgent. Assign the number "2" to these items.
5. Rewrite the list starting with the "A" item, followed by the "1" items then the "2" items.
6. Start a weekly calendar with the "A" item then assign a day to each "1" and "2" item.

DISCUSSION QUESTIONS AND KEY POINTS

1. Can we always find more to do than we have time to do?

We always think of more activities than we have time to do.

2. What is the reason for writing down a date for each item?

When we set a written date, we tend to complete the action by that date.

EVALUATION: Each participant will:

A. Complete the list
B. Develop a weekly calendar
PERSONAL LIFE SKILLS: X. COMMITMENT ETHIC
UNIT: A. PRIORITIES
ACTIVITY SHEET: 1. PRIORITIES FOR SUCCESS

---

GOAL

To develop a commitment to essential activities and people in our lives.

MATERIALS:

Paper and pencil

OBJECTIVE

Identify the essential uses of time in the participant's weekly activities.

PROCEDURES

AND

DIRECTIONS:

1. Write down the activities you want to do next week or people you want to please.
2. Locate three activities you must do to maintain your minimum performance, assign the number "1" to these items.
3. Choose one person or activity that is the most important to your success and write down "A" by the item.
4. Choose 3 items that are urgent, assign the number "2" to these items.
5. Rewrite the list starting with the "A" item, followed by the "1" and "2" items.
6. Start a weekly calendar with the "A" item then assign a day to each "1" and "2" items.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Can we always find more to do than we have time to do?

2. What is the reason for writing down a date for each item?
PERSONAL LIFE SKILL: X. COMMITMENT ETHIC
UNIT: B. FRIENDS
ACTIVITY TITLE: 1. PEOPLE WHO REALLY CARE

GOAL
To develop an attitude of interdependency among the people in our lives.

GROUP SIZE:
Small group or class

MATERIALS:
Paper and pencil, telephone directory, envelopes and stamps.

TIME REQUIRED:
15-20 minutes

OBJECTIVE
Each participant will:

A. Communicate with five people who care for you or people who you want to please.

PROCEDURES AND DIRECTIONS:
1. List five of people who care for you or who you want to please.
2. Locate the addresses for the people in directories provided.
3. Choose one person and list the good things you like about that person. Mail the note to him/her.
4. Choose a day to write a similar note to each of the remaining people. Write the date by the name.
5. Mail all the notes within one week.

DISCUSSION QUESTIONS AND KEY POINTS
1. Can we always find someone we want to please or who cares for us?
   
   We always have someone who cares for us, even if we only care for ourselves.

2. What is the reason for writing down a date to complete the notes?
   
   When we set a written date, we tend to complete the action by the date.

EVALUATION:
Each participant will:

A. List 5 names
B. Write notes within one week
PERSONAL LIFE SKILLS:  X. COMMITMENT ETHIC  Name: ____________________________
UNIT:  B. FRIENDS  Date: ____________________________
ACTIVITY SHEET:  1. PEOPLE WHO REALLY CARE

GOAL
To develop an attitude of interdependency among the people in our lives.

MATERIALS:
Paper and pencil, telephone directory, envelopes and stamps.

OBJECTIVE
Each participant will:

A. Communicate with five people who care for them or people that they wish to please.

PROCEDURES
1. List who five people who care for you or people who you want to please.

AND
2. Locate the addresses for the people in the directories provided.

DIRECTIONS:
3. Choose one person and list the good things you like about that person. Mail the note to him/her.

4. Choose a day to write a similar note to each of the remaining people. Write the date by their name.

5. Mail all the notes within one week.

NOTES: ____________________________________________________________

________________________________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Can we always find someone we want to please or who cares for us?

________________________________________________________

2. What is the reason for writing down a date to complete the notes?

__________________________________________________________
PERSONAL LIFE SKILLS: XI. STRESS MANAGEMENT

UNIT: A. DAILY STRESS

ACTIVITY TITLE: 1. WORRIES THAT NEVER HAPPEN

GOAL To identify the causes of daily stress and develop skills to relieve that stress.

GROUP SIZE: Small Groups.

MATERIALS: Paper and pencil.

TIME REQUIRED: 15 - 25 Minutes

Each participant will:

A. Identify worries or fears.

PROCEDURES
1. Write down 2 worries or fears that you had last week that did not happen.
2. Join your group to discuss the answers with the group leader.
3. Write down what might happen because of your worries. Identify both good and bad possibilities.
4. Circle the good things in bright colors.

DIRECTIONS

DISCUSSION QUESTIONS AND KEY POINTS

1. What can you do about your worries?

Some things we can change by working to prevent bad things; example to study for a hard test.

2. What is the worst that can happen about the worries you can not change?

Some things we have no control over; such as the game cancelled because of bad weather.

EVALUATION: Each participant will:

A. List 2 worries
B. Join in the discussion.
PERSONAL LIFE SKILLS:  XI. STRESS MANAGEMENT  Name __________________
UNIT:  A. DAILY STRESS  Date __________________

ACTIVITY SHEET:  1. WORRIES THAT NEVER HAPPEN

GOAL
To identify the causes of daily stress and develop skills to relieve the stress.

MATERIALS
Paper and pencil

OBJECTIVE
List 2 worries or fears.

PROCEDURES
1. Write down 2 worries or fears that you had last week that did not happen.

2. Join your group to discuss the answers with the group leader.

3. Write down what might happen because of your worries. Identify both good and bad possibilities.

4. Circle the good things in bright colors.

NOTES: ________________________________

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. What can you do about your worries?

__________________________________________________________________________

__________________________________________________________________________

2. What is the worst that can happen about the worries you can not change?

__________________________________________________________________________

__________________________________________________________________________
XI. STRESS MANAGEMENT

B. PEER PRESSURE

1. OTHER SHOES

Develop sympathy for other people's problems.

Small group or class with two person teams.

Clean floor or carpeted area.

15-20 minutes, 5 minutes for teams.

The participants will:

A. Listen to a problem from another person and relate that problem to a group.

1. Form teams of two--form a double circle.

2. Partner A to the inside and partner B to the outside. Partner A remove your shoes in front of your partner.

3. Share a daily problem with your partner, that is homework, chores, class, sports.

4. Allow 5 minutes to share between partners. Form circle and explain your partner's problem.

5. Put your own shoes on at end of the activity.

1. Did you find some daily problems similar?

We have similar daily problems when we are involved in similar activities.

2. Did you have trouble explaining the problem to your partner or to the group.

People have different abilities to explain personal problems.

3. Did your own problems appear different after you heard the other problems?

Personal problems appear less threatening when others are having similar difficulties.

All participants will share and discuss.
XI. STRESS MANAGEMENT

GOAL

Develop sympathy for other people's problems.

MATERIALS:

Clean floor or carpeted area.

OBJECTIVE:

Listen to a problem from another person and relate that problem to a group.

PROCEDURES

AND

DIRECTIONS:

1. Form a double circle with the teams.

2. Sit on floor in a double circle, Partner A to the inside and Partner B to the outside. Partner A remove your shoes and place your shoes in front of your partner.

3. Share a daily problem with your partner.

4. After everyone has shared with the partner (about 5 minutes), form a big circle and explain your partner's problem to the group.

5. Put your own shoes on at the end of the unit.

SUMMARY ACTIVITY DISCUSSION QUESTIONS:

1. Did you find some daily problems similar?

2. Did you have trouble explaining the problem to your partner or to the group?

3. Did your own problems appear different after you heard the other problems?
PERSONAL LIFE SKILLS: XI. EMPLOYMENT

ACTIVITY TITLE: A. INTERVIEW

GOAL
To develop interviewing skills.

GROUP SIZE: Individual or small group.

MATERIALS: Outline of a resume, job description, and evaluation sheet for interview.

TIME REQUIRED: Two hours

OBJECTIVES
To complete a practice video-taped interview with replay and evaluation.

PROCEDURES AND DIRECTIONS:
1. Discuss the interview purpose.
2. Discuss dress code.
3. Discuss researching a company.
4. Discuss the interview procedure.
5. Discuss typical interview questions.

DISCUSSION QUESTIONS AND KEY POINTS:
1. What is the purpose of the interview?
   To permit the job candidate and the employer to look at each other.

2. What is appropriate dress for an interview?
   Wear what is professional dress for the job you are seeking.

3. How do you research a company?
   Identify someone employed with the company (but not the person interviewing you) and ask questions.

4. What procedure is generally followed in the initial interview?
   Introduction – information sharing – close

5. What are some typical interview questions?
   Tell me about yourself.
   Why do you want to work here?
   What are your strengths? weaknesses?
   What motivates you?

EVALUATION:
Play back video of sample interview and evaluate your performance.
PERSONAL LIFE SKILLS: XII. EMPLOYMENT

UNIT: A. INTERVIEW

ACTIVITY SHEET: 1. TELLING THE STORY

To develop interviewing skills.

GOAL

SELF RATING SCALE FOR AN INTERVIEW

<table>
<thead>
<tr>
<th>CONSIDERATION</th>
<th>LOW</th>
<th>MEDIUM</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Approach</td>
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<tr>
<td>Personal Greeting</td>
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<td>Eye Contact</td>
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<td>Hand Shake</td>
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<td>2. Voice</td>
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<td>Pleasant</td>
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<td>Strong</td>
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<td>Expressive</td>
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<td>3. Appearance</td>
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<td>Grooming</td>
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<td>Dress</td>
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<td>4. Body Language</td>
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<td>Posture</td>
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<td>Gestures</td>
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<td>Portray Self Confidence</td>
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<td>5. Knowledge of Organization</td>
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<td>History of the company</td>
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<td>Products</td>
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<td>Services</td>
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<td>Competition</td>
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<td>6. Interview Presentation coverage</td>
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<td>Skills</td>
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<td>Abilities</td>
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<td>Training</td>
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<td>7. Response to Questions</td>
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<td>Ability to handle pressure</td>
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<td>Accurate response</td>
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<td>Change negative to positive</td>
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<td>8. Your Questions</td>
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<td>Appropriate</td>
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<td>9. Interview Close</td>
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<td>Timely</td>
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<td>Summarize positive points</td>
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<td>Secure next contact</td>
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<td>Thank you</td>
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</table>
XII. EMPLOYMENT

A. Resume

1. A Written Picture

Resource Sheet

COMPLETING THE SIX SECTIONS OF A RESUME

Prepare each section of the resume separately. A description of the section and space to fill in your draft follows. Then you will put the sections together into a complete draft of your resume.

HEADING AND PERSONAL INFORMATION

It is very important that your name, address and telephone number be located in the first section of the resume where it is easily located by a potential employer. If your address may change or you do not have a telephone, give the address and phone of someone who will always know your current address and how to get in touch with you immediately.

Resume of (your name) __________________________________________

Temporary Address

Street ____________________________
City and state ______________________
Zip code __________________________
Telephone (AC) ____________________

Permanent Address

CAREER OBJECTIVE

The statement of your career objective may be the single most important statement on your resume. It has three parts. The career objective should give the job title of the position you are applying for, the special skills that you bring to that position, and the type of organization that you would like to work in.

Example: "To obtain a position in personnel administration in a small community health care facility requiring human relations and problem solving skills."

Please complete the following related to your career objective:

Title of position sought __________________________________________
Statement of your career objective

________________________________________________________________________

________________________________________________________________________

EDUCATION AND TRAINING

List all of your education and training in reverse chronological order. Your most recent program should be listed first, and end with your high school training. If you have more than one college degree, you may choose to omit your high school information. However, if you are seeking a position in the area where you went to high school, it may be advantageous to list your high school even if you have extensive training beyond the high school degree.

Please complete the following:

College(s) attended  ______________________________________________________

Date of graduation or expected date of graduation __________________________________

College major __________________________ GPA ______________________

College minor __________________________ GPA ______________________

Courses taken related to career objective

________________________________________________________________________

________________________________________________________________________

High School attended ______________________________________________________

Date of graduation ______________________________________________________

Grade point average or rank in class __________________________________________

Specific skills mastered as a result of education

________________________________________________________________________

________________________________________________________________________

Specialized training completed

________________________________________________________________________

________________________________________________________________________
Specific skills mastered as a result of training

HONORS AND ACTIVITIES

Identify any honors or special activities you have participated in as a student in high school or college or as a community service activity. Usually this section contains reference to scholarships or awards, sports participation, and offices held in school or community organizations. If your list is very long, you may omit your high school honors and activities unless they relate specifically to the position for which you are applying.

Honors

Activities

WORK EXPERIENCE

List your most recent work experience first. Be sure to include military experience, volunteer work, or any special projects you had a responsible role in.

Most Recent Employer

Job Title

Dates employed

Name and address of employing organization

Name of immediate supervisor

Statement of duties and responsibilities

Second Most Recent Employer

Job Title

Dates employed

Name and address of employing organization

Name of immediate supervisor

Statement of duties and responsibilities
Next Most Recent Employer

Job Title ___________________ Dates employed ___________________
Name and address of employing organization _______________________

Name of immediate supervisor _____________________
Statement of duties and responsibilities _________________________

Other Experiences:
________________________________________________________________

REFERENCES

Select people who know you personally, who know your abilities and skills, your working style, your personality, character and attitude. Previous employers, significant community members, and recent teachers or trainers are good examples. Do not list friends and relatives. Include the names, addresses, and telephone numbers of people who will provide you with a positive recommendation if they are contacted by a prospective employer.

Name ____________________________
Title ______________________________
Organization _________________________
Address ____________________________
Telephone __________________________

Name ____________________________
Title ______________________________
Organization _________________________
Address ____________________________
Telephone __________________________
COMPLETING YOUR RESUME

When these sections have been completed, you are ready to develop a rough draft of your resume. You will select section titles and resume style to suit your specific needs. Your draft should be reviewed by someone with expertise in resume development. You may want to remember the following tips:

1. Use letter quality print
2. Use one-inch margins on all sides
3. Use as few words as possible to avoid a cluttered look
4. Use single, double, and triple spacing to create eye appeal
5. Use capital letters, underlining, bold print.
6. Use good quality paper (20 lb.) in white, off-white, grey or blue paste.