

LEADERSHIP AND SERVICE LEARNING **Curriculum Content Framework**

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Curriculum Content Framework

Leadership & Service Learning

Grade Levels: 7 – 9, 10 - 12
Course Code: 493160

Prerequisites: None

Course Description: Leadership and Service Learning emphasizes the importance of leadership skills, volunteerism and professionalism in the development of personal qualities. This course focuses on the benefits of community service, leadership roles and civic responsibilities. Course projects and activities incorporate and reinforce academic skills such as math and science. Students are encouraged to explore areas of critical and creative thinking, responsibility, and cultural awareness as they relate to character development. Current technology is used to enhance communication skills and promote professionalism.

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Unit 1: Technology Skills/Professional Portfolios

8 Hours

Terminology: Audiovisual, Cover letter, Digital camera, Graphics, Handheld Data manager, Laptop computer/notebook, Liquid crystal display (LCD) projection, Mass Storage Device, Portfolio, Presentation board, Presentation software, Resume□.

CAREER AND TECHNICAL SKILLS What The Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Define terms related to technology		Foundation	Reading	Applies/understands technical words that pertain to the subject [1.3.6]
			Writing	Writes/prints legibly [1.6.24]
1.2 Explain the advantages of using current technology in relation to leadership and service learning	1.2.1 Demonstrate the correct set-up and usage of a presentation board/LCD projector, laptop computer/printer, digital camera, presentation software, handheld data manager and external electronic storage devices	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Listening	Listens for content [1.2.3]
			Science	Applies knowledge to complete a practical task [1.4.3]

CAREER AND TECHNICAL SKILLS What The Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.2.1 Utilize the laptop computer to prepare a PowerPoint presentation 1.2.2 Utilize the components of a handheld data manager. 1.2.3 Demonstrate the correct usage of a digital camera	Foundation Thinking	Reading Listening Knowing How To Learn	Identifies relevant details, facts, and specifications [1.3.16] Listens for content [1.2.3] Uses available resources to acquire new skills or improve skills [4.3.4]
1.3 List the advantages of compiling a professional portfolio	1.3.1 Develop a personal professional portfolio 1.3.2 Write a résumé 1.3.3 Prepare a cover letter 1.3.4 Maintain personal professional portfolio 1.3.5 Maintain reflection journal	Foundation Personal Management	Listening Reading Writing Career Awareness, Development And Mobility	Listens for content [1.2.3] Receives and interprets verbal messages [1.2.8] Comprehends written information and applies it to a task [1.3.8] Applies rules of grammar, punctuation, capitalization, and spelling [1.6.3] Organizes information into an appropriate format [1.6.10] Produces neat, legible document from keyboard [1.6.15] Analyzes own knowledge, skills, and ability [3.1.2]

CAREER AND TECHNICAL SKILLS What The Student Should Be Able To Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Thinking	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3] Uses imagination to create something new [4.1.1] Processes new information as related to workplace [4.3.5] Organizes and processes images-symbols, pictures, graphs, objects, etc. [4.6.2]
			Creative Thinking	
			Knowing How To Learn	
			Seeing Things In The Mind's Eye	

Unit 2: Family, Career and Community Leaders of America 10 Hours

Terminology: Acronym, Creed, Critical Thinking Skills, Emblem, Family, Career, and Community Leaders of America (FCCLA), Mission, Motto, National Programs, Purposes

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match the terms related to Family, Career and Community Leaders of America	2.1.1 Demonstrate knowledge of terms related to FCCLA through games, puzzles, worksheets, and Step One.	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.5]
	2.1.2 Write the meaning of the acronym FCCLA		Writing	Comprehends written information and applies it to a task [1.3.8] Applies/Uses technical words and concepts [1.6.4] Uses technical words and symbols [1.6.20]
2.2 Describe reasons for belonging to FCCLA.	2.2.1 State the overall mission of FCCLA	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
	2.2.2.State requirements for active membership in national Family, Career and Community Leaders of America		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
	2.2.3 Develop ways to increase local chapter membership through use of current national membership campaign.			

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
2.3 Describe FCCLA history, motto, colors, flower, creed, purposes, publications and National Programs	2.3.1 Prepare and present visual presentation about FCCLA using current information	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Writes logical and understandable sentences [1.6.23]

Unit 3: Service Learning

15 Hours

Terminology: Brainstorming, Charity, Civic Organization, Commitment, Compassion, Corporation, Dedication, Determination, Donation, Foundation, Goals, Grant, Humanitarian, Network, Nonprofit Organization, Philanthropy, Planning Process, Respect, Service Learning, Volunteer, Work Ethic

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match the terms related to service learning		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
3.2 Compare various types of service opportunities and/or organizations	3.2.1 Brainstorm opportunities for service on the local level 3.2.2 Compile list of appropriate service organizations including web-site, mailing address, phone numbers and contact names 3.2.3 Research a non-profit organization, charity or civic organization 3.2.4 Research a humanitarian, philanthropist or famous person who endorses or supports a cause, charity or issue 3.2.5 Prepare and present a slide show on a service organization or humanitarian	Foundation Thinking Interpersonal	Writing Speaking Creative Thinking Cultural Diversity	Composes and creates document [1.6.8] Communicates a thought, idea, or fact in a spoken form. [1.5.5] Prepares presentation based on research [4.1.10] Discusses contributions and innovations made by women and/or minority groups [2.2.2]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.3 State reasons for participating in service learning activities.	3.3.1 Explain the impact of positive changes and opportunities a shared group leadership could make on a community.	Foundation	Writing	Communicates thoughts, ideas or facts in written form in a clear, concise manner [1.6.6] Composes and creates document [1.6.8] Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Decision Making	Accepts responsibility for decision [4.2.1]
		Foundation	Writing	Composes and creates document [1.6.8] Organizes information into an appropriate format [1.6.10]
		Thinking	Creative Thinking	Identifies new goals and objectives [4.1.8]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.4 List in order the five steps of the Family, Career and Community Leaders of America planning process	3.4.1 Develop an individualized and/or group service learning project using the FCCLA planning process	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
	3.4.2 Describe ways to build and maintain positive relationships with the community.	Personal Management	Reading Speaking	Comprehends written information and applies it to a task [1.3.8]
	3.4.3 Write publicity about work done on service learning projects including pictures to submit to local media		Writing	Communicates thought, idea, or fact in spoken form [1.5.5]
	3.4.4 Apply for academic credit, applicable awards, or scholarships based on eligibility.	Thinking	Responsibility Seeing Things in the Mind's Eye	Organizes information into an appropriate format [1.6.10] Exerts high level of effort and perseverance toward goal attainment [3.4.4] Visualize a finished product [4.6.4]

Unit 4: Leadership...What Is It?

14 Hours

Terminology: Accountability, Attitude, Autocratic, Caring, Character, Charisma, Citizenship, Courage, Democratic, Empathy, Enthusiasm, Ethics, Extroverted, Fairness, Generosity, Initiative, Integrity, Introverted, Laissez-faire, Leadership, Management, Motivate, Peer Pressure, Procrastinate, Responsibility, Role, Self-esteem, Selfishness, Standards, Stereotype, Time Management, Trustworthy, Willingness

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to leadership	4.1.1 Write group definition of leadership	Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
	4.1.2 Compare definition of leadership with definitions prepared in group work		Writing	Applies/Uses technical words and concepts [1.6.4]
4.2 Specify ways individuals can acquire a leadership position	4.2.1 Discuss the theories of what makes a person a leader	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Speaking	Draws conclusions from what is read [1.3.12]
			Writing	Participates in conversation, discussion, and group presentations [1.5.8]
			Leadership	Communicate thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Interpersonal	Teamwork	Conveys attitudes and values of group to others [2.4.3] Contributes to group with ideas, suggestions, and effort [2.6.2]
4.3 Describe the different kinds of leadership styles	4.3.1 Role play different kinds of leadership styles and how behavior and attitude of leaders with these leadership styles can affect working with groups	Foundation	Reading Science Speaking Writing	Draws conclusions from what is read [1.3.12] Describe/Explains scientific principles related to leadership styles [1.4.14] Organizes information into an appropriate format [1.6.10] Sees relationships between two or more ideas, objects, and situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.4 State the qualities of an effective leader	4.4.1 Demonstrate desirable attributes of a successful leader	Foundation	Reading Science Speaking Writing	Draws conclusions from what is read [1.3.12] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Organizes ideas and communicates oral messages to listeners [1.5.7] Sees relationships between two or more ideas, objects, or situations [4.5.5]
4.5 Name the Six Pillars of Character	4.5.1 State ways that individuals and families can influence character	Personal Management	Integrity, Honesty, Work Ethics	Describes/explains significance of integrity, honesty, and work ethics [3.2.4] Follows established rules, regulations, and policies [3.2.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.6 State the responsibilities of an individual to their family, school, community, and nation.	<p>4.6.1 Examine the impact of personal standards and codes of conduct on interpersonal relationships.</p> <p>4.6.2 Examine ethical behavior in school, family, life, work place, and community settings.</p>	Foundation	Arithmetic/ Mathematics	<p>Evaluates oral information/presentation [1.2.2]</p> <p>Draws conclusions from what is read [1.3.12]</p> <p>Summarizes written information [1.6.17]</p> <p>Presents answers/conclusions in a clear and understandable form [1.6.13]</p>
4.7 Identify techniques for effective time management	<p>4.7.1 Brainstorm habits that waste time.</p> <p>4.7.2 Create a personal time management plan that balances school, work, family, service learning and social life to avoid task overload.</p>	Foundation	<p>Arithmetic/ Mathematics</p> <p>Science</p> <p>Career Awareness/ Development and Mobility</p>	<p>Comprehends mathematical ideas and concepts related to time management [1.1.13]</p> <p>Describe/explains scientific principles related to human maintenance/management [1.4.14]</p> <p>Analyzes impact of work on individuals and family life [3.1.1]</p> <p>Identifies continuing changes in male/female roles at home and work [3.1.7]</p>

Unit 5: Effective Communication

8 Hours

Terminology: Agenda, Amendment, Business Correspondence, Chair/chairperson, Debate, Feedback, Format, Gavel, Main motion, Majority, Minutes, Non-verbal Communication, Parliamentarian, Parliamentary Procedure, Point of Order, Prejudice, Public Relations, Public Service Announcement (PSA), Quorum, Rapport, Robert's Rules of Order, Second, Verbal Communication

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
5.1 Match terms related to effective communication		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]	
			Writing	Applies/Uses technical words and concepts [1.6.4]	
5.2 List skills that build effective public relations	5.2.1 Assess the benefits of having positive public relationships. 5.2.2 State characteristics that create a positive impression.	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]	
			Listening	Listens to follow directions [1.2.6]	
			Writing	Records data [1.6.16]	
		Personal Management	Organizational Effectiveness	Applies knowledge to implement work related system or practice [3.3.4]	
5.3 List effective speaking skills.	5.3.1 Examine factors that affect speech delivery.	Foundation	Reading	Uses written resources to obtain factual information [1.3.23]	
			Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
			Thinking	Reasoning	Sees the relationship between two or more ideas, objects or situations [4.5.5]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.4 List the components of effective correspondence	5.4.1 Write a business letter, follow-up letter and thank you letter and email using appropriate format. 5.4.2 Create a flyer, pamphlet, brochure, parent letter, school newsletter or newspaper article using available technology	Foundation	Reading Writing	Uses written resources to obtain factual information [1.3.23] Produces neat, legible document from computer [1.6.15] Uses language, style, organization and format appropriate to subject matter, purpose and audience [1.6.19]
5.5 Describe benefits of using parliamentary procedure.	5.5.1 Observe parliamentary usage in a meeting. 5.5.2 Demonstrate leadership in using parliamentary procedure to conduct a mock meeting.	Foundation	Reading Writing	Uses written resources to obtain factual information [1.3.23] Produces neat, legible document from computer [1.6.15] Uses language, style, organization and format appropriate to subject matter, purpose and audience [1.6.19]

Unit 6: Conflict Resolution/Team Building

5 Hours

Terminology: Adversity, Compromise, Conflict, Conflict Resolution, Defense Mechanism, Mediation, Negotiation, Peer Mediator, Prejudice, Team, Tolerance, Trust

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.1 Match terms related to team building and conflict resolution.		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
6.2 Identify ways to resolve conflict.	6.2.1 Role play positive ways to resolve conflict.	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]	
		Interpersonal	Coaching	Helps others learn new skills [2.1.3]
			Leadership	Delegates responsibility within the group or team [2.4.4]

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
		Foundation	Listening	Evaluates oral information/presentation [1.2.2] Listens for content [1.2.3]
			Reading	Draws conclusions from what is read [1.3.12]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
6.3 List the advantages of teamwork versus working individually	6.3.1 Demonstrate teamwork skills by participating in team building activities	Foundation	Listening	Listens for content [1.2.3]
			Reading	Draws conclusions from what is read [1.3.12]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
		Interpersonal Skills	Leadership	Encourages/Motivates members of a group or team [2.4.6]
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings [2.6.3] Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Forms opinions [4.1.7]

Glossary

Unit 1: Technology Skills / Professional Portfolios

1. Audiovisual – strategies that incorporate the use of sight and sound to relay a message
2. Cover letter – letter sent with a resume to a potential employer
3. Digital camera – device used to capture images into digitized electronic data, which can be stored and retrieved immediately. Digital images can also be printed directly from a computer producing pictures without the need for photo processing
4. Graphics – a picture, border, map or graph used for illustration or demonstration.
5. Handheld data manager – a small electronic device that can have a variety of features including databases, word processors, email, calendar, synchronizing capabilities, and other applications
6. Laptop computer/notebook – a compact, portable computer system
7. Liquid Crystal Display (LCD) projection – equipment that works with a computer and screen or presentation board to project the computer images
8. Mass storage device-removable data drive or disc
9. Portfolio – collection of samples of work that highlight your interest, talents, contributions, and studies; important item to bring to job interviews
10. Presentation board – an interactive board that acts as a touch screen for a computer and has various features to aid in delivering presentations
11. Presentation software – a type of software that enhances a presentation, such as slide shows, graphics, text editing, etc.
12. Resume – a summary of your qualifications for a job

Unit 2: Family, Career and Community Leaders of America

1. Acronym-a word formed from the initial letters of a phrase or title
2. Creed-a statement of belief
3. Critical thinking- reflecting or thinking about complex issues, usually to make a decision or action
4. Emblem-a visual symbol that represents a group
5. Family, Career, and Community Leaders of America (FCCLA) – an organization for students who are enrolled or have been enrolled in family and consumer sciences classes for at least one semester
6. Mission – a statement that defines an organization’s overarching purpose. The FCCLA mission is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through character development; creative and critical thinking; interpersonal communication; practical knowledge; and vocational preparation.
7. National programs-frameworks for FCCLA action that encourage members to enhance their personal growth and build their leadership skills
8. Motto – a word or saying that expresses ones aims, ideals or guiding rule. FCCLA’s is Toward New Horizons.
9. Purposes – the object for which something exists or is done. FCCLA has eight purposes.

Unit 3: Service Learning

1. Brainstorming-listing all possible ideas without judging or eliminating any
2. Charity – generosity and helpfulness especially toward the needy or suffering; an institution engaged in relief of the poor
3. Civic organization-a group working toward the betterment of humanity
4. Commitment – an agreement or pledge to do something, the desire to finish a project, task or goal
5. Compassion – deep awareness of the suffering of another with the desire to relieve it
6. Corporation – an association of employers and employees in a basic industry or of members of a profession organized as an unit for political representation
7. Dedication – personal commitment or setting aside of resources for a specific purpose
8. Determination – the act of making a firm decision
9. Donation – the giving of a gift especially to a charity or public institution, a free contribution
10. Foundation – an organization or institution established by endowment
11. Goals- something a person wants to have or to achieve, and is willing to work for
12. Grant – a giving of funds for a specific purpose
13. Humanitarian – a person promoting human welfare and social reform
14. Network – an extended group of people with similar interests or concerns who interact and remain in informal contact for mutual assistance or support
15. Nonprofit organization – not conducted or maintained for the purpose of making a profit
16. Philanthropy – goodwill to fellowmen: active effort to promote human welfare
17. Planning process- a five step method to help FCCLA members and advisers plan individual, group or chapter activities. The five steps are: identify concerns, set a goal, form a plan, act and follow up

18. Respect – to feel or show regard for others

19. Service learning – a teaching method that combines meaningful service to the community through curriculum-based learning

20. Volunteer – to willingly agree to perform a task or service to others without pay. Someone who agrees to perform such tasks or services

21. Work ethic – a personal commitment to doing your very best as part of the workplace team

Unit 4: Leadership...What is it?

1. Accountability-an obligation or willingness to accept responsibility for one's actions
2. Attitude – a person's basic outlook on life or a specific topic or issue
3. Autocratic – leader dominates the power
4. Caring-feeling and exhibiting concern for others
5. Character- personal guidelines developed as a part of the socialization process that serves as a person's personal judge for every situation that he or she faces
6. Charisma – personal magnetism or charm
7. Citizenship- the quality of an individual's response to membership in a community
8. Courage – mental or moral strength to venture or persevere
9. Democratic – the leader shares, is people-oriented and is open-minded
10. Empathy – the ability to understand what someone else is experiencing
11. Ethics- a set of moral principles or values
12. Enthusiasm – strong excitement or feeling
13. Extroverted – focused outward on others
14. Fairness-free of favoritism or bias
15. Generosity – giving time, talents and other resources without expecting something in return
16. Initiative – taking action and getting started
17. Integrity- firm adherence to a code of moral values
18. Introverted – focused inward or on oneself

19. Laissez-faire – an absence of leadership, for the group to go its own way without guidance
20. Leadership – the ability to direct and influence others
21. Management – using resources effectively to achieve goals and solve problems
22. Motivate- to provide with an incentive; move to action; impel
23. Peer pressure – persuasion to conform to the group and go along with group activities
24. Procrastinate – to put off repeatedly or to keep postponing something that needs to be done
25. Responsibility – an obligation or duty for which a person is held accountable
26. Role – a way of acting to fulfill certain responsibilities in life, most often taught by family members
27. Self esteem – the sense of worth a person attaches to oneself
28. Selfishness – having little or no concern for others
29. Standards – something set up and established by authority as a rule for the measure of quantity, value or quality
30. Stereotype – a belief that an entire group of people fit a fixed, common pattern—that they are alike in certain ways
31. Time management-using time wisely to complete a task
32. Trustworthy-being reliable or dependable
33. Willingness – a person willing to work who has a chance to become a success

Unit 5: Effective Communication

1. Agenda- order of business for the meeting
2. Amendment- a change of addition to the main motion, amendments can also be amended
3. Business correspondence-professional communication in a written format
4. Chair/chairperson- person presiding at meeting
5. Debate- discussion for or against the motion
6. Feedback – a return message in response to a communication; comments about, or corrections to an action, process or presentation
7. Format – the arrangement or plan; a particular combination of content or style
8. Gavel- a tool for calling the meeting to order
9. Main motion- an idea brought before the group for consideration
10. Majority- over half of the votes cast
11. Minutes- written record of the meeting
12. Non-verbal communication – communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language
13. Parliamentarian- one who has knowledge of parliamentary procedure and is skilled in its practice
14. Parliamentary Procedure- a recognized and acceptable method of conducting and official meeting.
15. Point of Order- to correct a breach of order or error in procedure
16. Prejudice- an unfair or biased opinion based on false or insufficient information
17. Public relations – management of an organization’s relationship with consumers, communities, and other public segments; the business of cultivating public goodwill toward a person, firm or institution

18. Public Service Announcement (PSA) – a brief persuasive or informative message presented on radio and/or television
19. Quorum- minimum number of members that must be present to conduct the business of the meeting
20. Rapport – a relationship based on open communication and understanding
21. Robert's Rules of Order- an authoritative book on the standards of parliamentary law
22. Second- another member supports motion
23. Verbal communication – expressing ideas to others by using spoken words

Unit 6: Conflict Resolution/Team Building

1. Adversity-state or condition contrary to well being
2. Compromise – coming to an agreement in which each person gives up something in order to get what they both want
3. Conflict – any struggle, disagreement, or fight
4. Conflict resolution – the process of settling a conflict by cooperating and problem solving
5. Defense mechanism- methods people unconsciously use to deal with life situations; used to hide or balance one's feelings or actions
6. Mediation – a process in which a neutral third party is used to help reach a solution that's agreeable to both sides
7. Negotiation – the process of discussing problems face-to-face in order to reach a solution
8. Peer mediator – a person who acts as a third party between two students who are locked in a conflict
9. Prejudice – an unfair or biased opinion based on false or insufficient information
10. Team-a cooperative unit
11. Tolerance – the ability to overlook or accept things you do not agree with; accepting and respecting other people's customs and beliefs
12. Trust – a firm belief in the honesty and reliability of another person