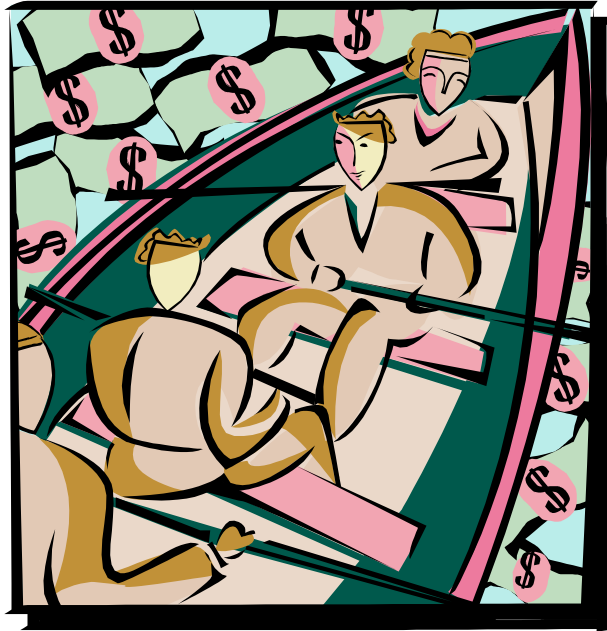


GET ON BOARD!



**COMPETENCY
CATEGORY:**

Life Survival

**COMPETENCY
NUMBER:**

G.47

COMPETENCY:

Demonstrate techniques for building commitment by others.

OBJECTIVE:

Upon completion of this module, students will demonstrate techniques for building commitment.



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INDEX

RESOURCE	SPECIALIST	STUDENT (# PER)	PAGE
Learning Activity G.47-1			16
Learning Activity G.47-2 <ul style="list-style-type: none"> • Bag with contents for each small group (used milk container, plastic bag, deck of cards) 			17
Learning Activity G.47-3			18
Learning Activity G.47-4 <ul style="list-style-type: none"> • Representatives from charitable agencies/organizations in the community • Writing board or flipchart 			19
Learning Activity G.47-5 <ul style="list-style-type: none"> • Representative(s) from business/industry as a guest speaker (e.g., manager, supervisor) 			20
Learning Activity G.47-6			21
Learning Activity G.47-7 <ul style="list-style-type: none"> • Work Sheet—"Journal Writing" 			22 23
Learning Activity G.47-8 <ul style="list-style-type: none"> • Types of Support Linkages • Community Resources • Service Activity Action Plan 			24 25 26 27
Reading Activity G.47 <ul style="list-style-type: none"> • "The Career Association Meeting" 			29 30
Math Activity G.47 <ul style="list-style-type: none"> • Work Sheet—"Dollars and Cents" 			35 36
Pre-Assessment/Post-Assessment			38
Answer Key—Pre-Assessment/Post-Assessment			40
Answer Key—Reading Activity			43
Answer Key—Math Activity			44

INTRODUCTION 1

Make the following statements:

- A part of human motivation is the fact that people develop commitment toward what they believe they can do well.
- If you want commitment from people, be certain they have the ability and willingness to be successful.
- Make certain they have the knowledge, the skills, the experience, and the confidence to perform their tasks.
- Not only do we commit ourselves to things we do well, but we also commit ourselves to things we believe matter to others.
- Make certain others know you appreciate their work and the difficulty that they sometimes experience.
- We will address these and many other facts as we complete this module entitled “Get On Board!”

Administer Pre-Assessment

OUTLINE

A. Facts about commitment

1. Commitment is one of those invisible qualities that people sometimes have – invisible, but even if you can’t see it, you know it is there.
2. People are committed to something when they act like it is important.
3. They show up, follow through, and stick with it.
4. They often give of themselves even when they feel uncomfortable or when they have to make sacrifices.

5. They care about the goals of the group and they care about the people in the group.
6. People show commitment in different ways. Here are some examples of what committed people do:
 - a. They take a public stand when opposing forces are launching personal attacks on their group or their leader.
 - b. They stay late to stack the chairs and clean up after an event or meeting is over.
 - c. They hang in there when the going gets tough.
7. Commitment connects us to certain things, therefore, disconnecting us from others.
8. Commitment to a goal or cause draws your physical ability together to support your mental ability.
9. Commitment reveals both our strengths and weaknesses.

B. Characteristics of commitment

1. Commitment has to be a top PRIORITY in our lives.
2. Commitment takes the proper course in the face of ADVERSITY.
3. Commitment risks ALL to stay on course.
4. Commitment ACTS when it hears of a need.
5. Commitment fails when FOCUS is broken.

COMPLETE LEARNING ACTIVITY G.47-1 “PERSONAL COMMITMENT”
--

C. Why is commitment important?

1. Commitment is the backbone of a group or organization.
2. It is what gives a group its strength.
3. The more committed people are, the more effective they are influencing others.
4. People who are committed are the ones who don't take discouragement seriously – they don't give up.
 - a. They set an example for those who don't have the confidence or experience to go through the hard times and hold out for the rewards of success.
5. People cooperate at a higher level when they share commitment.
 - a. Commitment fosters camaraderie, trust, and caring – the stuff a group needs to keep it going for the long run.
6. If people are committed to an effort for a period of time, they will learn what they need to know to be more effective.
 - a. People need time to try things out, make mistakes, and then figure out a strategy that works.
7. If you are committed to something, you will be the first to do it.
8. Committed people look at problems and troubles as mere stepping-stones to the next level, but those who are not committed see them as barriers.
9. The uncommitted become hopeless.
10. People who say it cannot be done should not interrupt those who are doing it!
11. Thomas Edison succeeded in the invention of the bulb after roughly 6,000 attempts.

COMPLETE LEARNING ACTIVITY G.47-2
“FUNDRAISING PROJECT”

- D. When is a good time to build and sustain commitment?
1. All the time, any time
 2. Commitment doesn't usually occur at one moment.
 3. It **grows** within people over time.
 4. Commitment grows when people:
 - a. Work together
 - b. Feel successful at what they do
 - c. Make decisions together
 - d. Work through conflicts
 - e. Support each other's leadership
 - f. Have fun together
 - g. Overcome obstacles
 - h. Hold each other to high principles
 - i. Appreciate and respect each other
 - j. Challenge each other to take the next step
 - k. Build relationships
 - l. Experience a victory together
 - m. Learn from mistakes and setbacks
 - n. See their leaders' model commitment

5. Commitment can decrease when people:
 - a. Don't appreciate or respect each other
 - b. Don't communicate
 - c. Don't stick to their principles
 - d. Don't support each other's leadership
 - e. Forget to have fun together
 - f. Don't learn from mistakes and setbacks
 - g. See their leaders not modeling commitment

E. How is commitment built?

1. People commit to a group or organization because they gain something important from their involvement.
2. When you invite someone to become involved, you are offering them an opportunity that they may be looking for.
3. You are offering people an opportunity to:
 - a. Work on an issue that is important to them
 - b. Meet and spend time with like-minded people
 - c. Expand their skills
 - d. Be a part of a team
 - e. Learn how to lead
 - f. Be challenged
 - g. Be held to high standards
 - h. Be expected to do something significant

COMPLETE LEARNING ACTIVITY G.47-3
“INTERNET RESEARCH ON COMMITMENT”

F. Strategies for building commitment

1. Welcome people into your group or organization.
 - a. Sometimes all people need in order to become involved is to feel genuinely welcome – and if people don't feel welcome, they leave before you can blink an eye.
 - b. People will be impressed with you if you personally welcome them when they show up.
 - c. Ask them questions and get to know them.
2. Be open and clear about the principles and goals of your group or organization.
 - a. People have to know what they are committing to.
 - b. They want to join if they share the principles and goals.
 - c. Talk openly about why you care about these principles and goals.
3. Model commitment yourself.
 - a. If you care about the work, it will show in your attitudes and actions.
 - b. People will watch to see how you act, and they will follow your lead.
 - c. If they can count on you, it is more likely that you will be able to count on them.
 - d. Commitment is contagious.
4. Give people meaningful tasks to do.

- a. If someone shows interest in becoming involved in your group, don't wait too long to give them something to do.
 - b. People need to feel that they are making a significant contribution in order to feel committed.
 - c. Find out what they are interested in doing and see if you can match their interests to some work that needs to be done.
 - d. Also, give new people a job that brings them in contact with other people. This way they will feel more at the center of the group sooner.
5. Pick out the right level of challenge for people
- a. People need to feel successful and they also need to stretch their abilities.
 - b. When you are first getting to know someone, try to match them with work in which you think they can achieve some success.
 - c. This will help people feel good about themselves and will encourage them to continue their commitment to the established goal.
 - d. As you get to know them better, give them gradually increasing challenges.
 - e. Being challenged keeps people excited about the work they are doing.
 - f. Sometimes people will need encouragement to try things they have never before considered.
 - g. Sit down and talk to people to find out what tasks they would like to try.

- h. It is a worthwhile investment of time, because they will know that you care about them, not just what they can do for the group or organization.
 - 6. Build an environment in which people appreciate and respect each other.
 - a. People need to feel respected and appreciated in order to stay connected and committed to a group or organization.
 - b. This is so simple and important, but sometimes not easy to remember.
 - c. Still, there are several steps you can take to build a group or organizational environment in which people treat each other well:
 - 1. Model appreciation and respect: Take the time to think about the people with whom you are working and openly appreciate them and their work. Everyone likes to be appreciated, although some people may be surprised when you do it.
 - 2. Teach people to notice what is going well, rather than just noticing what needs to be improved.
 - 3. In heated discussions or conflicts, make sure people continue to show respect for each other. Conflicts can be important growing periods. To ensure they are useful rather than destructive, do not let people personally attack each other. Keep discussions to the issues. If people have personal conflicts, mediate the conflict or bring in an outside person to mediate.
7. Listen, listen, and listen
 - a. Listening is a powerful tool.
 - b. Everyone could use someone to listen to him or her.

- c. When you listen to others with respect, they sense that you have confidence in them and are interested in what they think.
 - d. In turn, your interest and confidence helps them to think clearly and creatively.
8. Support peoples' leadership
- a. To help sustain commitment in your group or organization, think about each person as a potential leader.
 - b. If people view themselves as a leader of a group, they will view the group as *theirs*.
 - c. They will have a feeling of ownership of the group and they will be more likely to take initiative to make sure things work well.
 - d. Help people to recognize their leadership talents, and encourage them to try out more.
 - e. Even though people have different levels of leadership skills, everyone can contribute something of importance. Everyone has a point of view that is valuable. Everyone has talents to share.
9. Celebrate
- a. Don't forget to celebrate.
 - b. Any excuse will do.
 - c. A victory, an organization's anniversary or a time to give out prizes or certificates are all good reasons for people to get together, relax, and enjoy each other's company.
10. Remember

- a. Commitment grows steadily, but often slowly. Be patient. It will come.
- b. Appreciate whatever level of commitment a person can make. People will vary greatly in their level of commitment. That's OK. Some people will have more time, more interest in the goals and mission, and a greater understanding of the value of commitment.
- c. You can always invite and encourage people to do more. If they do, that's great. If they don't, appreciate them for what they can do.
- d. Don't "guilt-trip" people into commitment. It generally doesn't get the long-term results you want. People need to feel that their contribution matters, even if it is small. If they feel that they are a disappointment, they may not stick around.
- e. People are often yearning for meaning in their lives. When you ask people to commit to an effort, cause, or organization, you are offering people something of high value.
- f. Commitment takes time!

COMPLETE LEARNING ACTIVITY G.47-4
"INTERVIEW ABOUT COMMITMENT STRATEGIES"

COMPLETE LEARNING ACTIVITY G.47-5
"BUILDING COMMITMENT IN AN ORGANIZATION"

- G. Always be watching for people who are committed to what you believe in.
 - 1. Committed people are the essential ingredient to reaching any goal – they are like gold.

2. The more you have of them, the greater momentum you can generate to get the job done.
3. As you mobilize people to become involved in your group or organization, you may not know at the start who will become committed and who won't.
4. Sometimes people will surprise you. There might be a quiet and shy person who tentatively volunteers to do some small task and who later becomes a dedicated leader that inspires others to action.
5. Remember – *Everyone* has the potential for becoming committed to the goals of your group or organization. So when people show up at your doorstep, be ready!

COMPLETE LEARNING ACTIVITY G.47-6
“CAREER ASSOCIATION COMMITMENT”

COMPLETE LEARNING ACTIVITY G.47-7
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY G.47-8
"SERVICE LEARNING"

COMPLETE READING ACTIVITY G.47
“THE CAREER ASSOCIATION MEETING”

COMPLETE MATH ACTIVITY G.47
“DOLLARS AND CENTS”

Administer Post-Assessment

LEARNING ACTIVITY G.47-1
“PERSONAL COMMITMENT”

OBJECTIVE: To provide an opportunity for students to share a personal commitment they have made in the past

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students think back to a time when they made a commitment to a project or activity.
2. Conduct a discussion during which students react to the following questions:
 - What was the nature of the project or activity that you made a commitment to?
 - What sacrifices did you have to make while carrying through with this commitment?
 - What barriers did you encounter? How did you overcome them?
 - What were the results of this experience?
 - How do you feel about the experience?
 - What did you learn about commitment that will help you in the future?

LEARNING ACTIVITY G.47-2
“FUNDRAISING PROJECT”

OBJECTIVE: To provide students with an opportunity to develop techniques to build commitment in others

RESOURCES: Bag with contents for each small group (used milk container, plastic bag, deck of cards)

SUGGESTED TIME: 2–4 hours (planning and presenting)

DIRECTIONS:

1. Divide the class into three groups. Give each group a bag with contents.
2. Tell groups that they are to prepare strategies to persuade the class to decide to sell the items as a class fundraising project.
3. The idea is to persuade others to be committed to an idea and join together to plan how to accomplish the objective.
4. Provide groups with enough time to plan their appeal to the class.
5. Have groups present their ideas to the class. Discuss the results.
6. How difficult is it to get others to make a commitment? What strategies work? What strategies don't work?

LEARNING ACTIVITY G.47-3
“INTERNET RESEARCH ON COMMITMENT”

OBJECTIVE: To research individuals who have made a commitment

RESOURCES: None

SUGGESTED TIME: 2–4 hours (research, writing, report)

DIRECTIONS:

1. Assign students to research three individuals who have made a commitment to something that they believed strongly in.
2. Students will write a report on each of the individuals describing what they were committed to and what they did as a result of this commitment.
3. Students will report the results of their research to the class.

LEARNING ACTIVITY G.47-4
“INTERVIEW ABOUT COMMITMENT STRATEGIES”

OBJECTIVE: To conduct an organizational interview to discuss strategies to encourage commitment by others

RESOURCES:

- Representatives from charitable agencies/organizations in the community
- Writing board or flipchart

SUGGESTED TIME: 2–4 hours (planning, interviewing, reporting)

DIRECTIONS:

1. Have students arrange to interview an appropriate representative of a charitable agency/organization (either individually or pairs).
2. Students are to identify questions that will be asked during the interview. The objective is to identify strategies that are effective in persuading people to make a commitment to a cause.
3. Have students report back to the class. List successful strategies on the writing board or flipchart.
4. Discuss how these strategies can be used by people in their everyday lives to build commitment on the part of others.

LEARNING ACTIVITY G.47-5
“BUILDING COMMITMENT IN AN ORGANIZATION”

OBJECTIVE: To solicit ideas from business/industry regarding building commitment

RESOURCES: Representative(s) from business/industry as a guest speaker (e.g., manager, supervisor)

SUGGESTED TIME: 2-4 hours (planning, guest speaker address, post-discussion)

DIRECTIONS:

1. Invite a representative from business/industry to be a guest speaker.
2. Have the class write a collective letter to this person inviting him/her to address the class. The letter should inform the speaker about the specific objectives of the visit (i.e., strategies to develop commitment within an organization).
3. The class should write questions for the speaker prior to the visitation date.
4. After the speaker leaves, the class should send a thank you letter.
5. Conduct a discussion about the strategies that were mentioned during the speaker’s visit.

LEARNING ACTIVITY G.47-6
“CAREER ASSOCIATION COMMITMENT”

OBJECTIVE: To demonstrate commitment to the Career Association

RESOURCES:

- Career Association Handbook
- Career Association Program of Work

SUGGESTED TIME: Unlimited (planning, implementation)

DIRECTIONS:

1. Have the class select a task or goal from the Career Association Program of Work.
2. Working as a class, students should demonstrate building commitment by developing an action plan to accomplish the chosen task or goal.
3. Students should document progress toward the task or goal as the action plan is implemented.
4. At the completion of the action plan, conduct a discussion with the class about the role of commitment in accomplishing a task or a goal.

LEARNING ACTIVITY G.47-7
“JOURNAL WRITING”

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

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY G.47-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY G.47-8
"SERVICE LEARNING"

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

RESOURCES: Learning Activity G.47-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

TYPES OF SUPPORT LINKAGES		
Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

IMPLEMENTATION ACTIVITY/IDEA	
IMPLEMENTATION STEPS	RESOURCES NEEDED

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

READING ACTIVITY G.47
“THE CAREER ASSOCIATION MEETING”

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity G.47

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity G.47 and distribute to each student.
2. Have students read “The Career Association Meeting.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

“THE CAREER ASSOCIATION MEETING”

“This meeting will come to order NOW!” a gruff voice bellowed out as a gavel pounded a large wooden table.

“Oh, quit foolin around,” said Shawn. “We’ve gotta get this meeting over with quick. I’ve gotta be at work in a couple of hours.” Shawn was talking to Trini, the man behind the gavel. In the past, Trini was always cutting up, but this time the committee needed to be serious.

This was the first meeting for the civic project committee, and the group was not sure how effective they could be. At least there were five of them on the committee, and Mr. Barton was there to advise.

“Let’s call out for pizza before we get started,” Manee suggested. “It’ll help us think!”

“Great idea!” Suzanne chimed in.

“It’s why I’m here,” Mark joked.

“OK,” Shawn said, “Let’s do this quickly. Let’s see, two large pizzas ought to do us. We can get drinks from the machine down the hall. What do we want on the pizzas?”

“Double cheese!” shouted Lydia, “And anchovies!”

“Anchovies!” everyone groaned in response.

“Uh....let’s say we compromise here,” said Manee. “If we all agree to double cheese on one of the pizzas, how about we drop the anchovies?”

“OK,” conceded Lydia. Everyone breathed a sigh of relief.

“I want pepperoni and sausage,” said Suzanne.

“Green olives,” Trini rang out.

“Mushrooms,” said Suzanne.

“OK,” said Shawn, “Let’s see if we can make this work. Uh...how about this—one large pizza, double cheese with pepperoni and sausage and one large pizza, half mushroom and half green olive?”

There were about three or four seconds of silence.

“If that’s a motion, I’ll second it,” said Lydia. Everyone agreed, and Suzanne was appointed to place the order.

“OK, OK, now that we got that taken care of,” said Trini, “We have got to get back to our objective for this committee. We decided to raise \$1,000 for repair of the Senior Citizen Center. We all agreed on our goal.”

“Lydia, we need you to take charge of getting the plans approved by the City Council. You have a great track record after last year’s ‘Kids Kastle’ project” continued Trini.

“She was fantastic!” added Mark.

“Yes, now Mark we need you to put the fund raising task force together like you did with the sales project two years ago. Are you in?” asked Trini.

“You bet. I’ve already got Ivan, Katie, Ming, and Carlos lined up and ready to go,” exclaimed Mark.

“I have some ideas on how we can get McDonalds and Wendy’s involved,” added Manee. “I have the results of my meetings with the manager’s right here. Do you want me to give you the details?”

“Go ahead and pass out your report Manee,” responded Suzanne. “We can come back to it a little later.”

“Pizza’s here!” exclaimed Shawn.

“Great, let’s eat and continue our discussions,” said Mr. Barton. “You guys really have made a commitment to this senior citizen project and you will be recognized for your hard work when you are finished. But in the meantime, I’ll cover the cost of the pizza!”

“Way to go, Mr. Barton!” exclaimed Suzanne.

READING RECALL

PART I

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

1. Trini was the man holding the
 - a. ___ pizzas.
 - b. ___ money.
 - c. ___ gavel.

2. Shawn wanted the meeting to end so he could
 - a. ___ go to work.
 - b. ___ go out to get the pizzas.
 - c. ___ meet Manee.

3. Lydia made a motion to
 - a. ___ close the meeting.
 - b. ___ start the meeting.
 - c. ___ order the pizzas.

4. The objective of the committee was to raise \$1000 for
 - a. ___ 'Kids Kastle.'
 - b. ___ the City Council.
 - c. ___ the Senior Citizen Center.

5. Mark was to put the
 - a. ___ sales project together.
 - b. ___ fund raising task force together.
 - c. ___ plans together for the City Council.

PART II

DIRECTIONS: Fill in the blanks to complete the paragraphs below.

The meeting was called to _____ as the gavel pounded a large _____ table. "We've gotta get this meeting _____ with quick," said Shawn to Trini, the man _____ the gavel.

This was the _____ meeting for the civic project committee, and the _____ was not sure how _____ they could be. There were five of them on the _____, and Mr. Barton was there to _____.

Manee _____ that they call out for pizza _____ they got started. Everyone thought it was a _____ idea. They ordered one large pizza, _____ cheese with pepperoni and sausage, and one large pizza, half _____ and half green olive.

There were about three or four seconds of _____. "If that's a _____, I'll second it," said Lydia. Everyone agreed, and _____ was appointed to place the order.

MATH ACTIVITY G.47
“DOLLARS AND CENTS”

OBJECTIVE: To demonstrate the ability to calculate averages

RESOURCES: Work Sheet–Math Activity G.47

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity G.47 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

MATH ACTIVITY G.47
“DOLLARS AND CENTS”
WORK SHEET

DIRECTIONS: The committee had to work with a budget for their project. Answer the following questions.

1. The committee set a goal of collecting at least \$100.00 per Saturday for 10 Saturdays.

a. The first Saturday they collected \$137.50. How much does the committee need to average each additional Saturday?

b. The next Saturday they collected \$182.75. How much does the committee need to average over the next 8 Saturdays?

c. The third Saturday was very rainy and the committee collected only \$36.00. How much does the committee need to average over the next 7 Saturdays?

- d. The fourth Saturday was terrific; the committee collected \$216.65. How much does the committee need to average over the remaining Saturdays?

- e. The fifth Saturday was another successful day; the committee collected \$301.10. How much do they need to average over the remaining Saturdays?

PRE-ASSESSMENT **POST-ASSESSMENT**

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

1. State nine facts about commitment.

2. Identify five characteristics of commitment.

3. List nine reasons why commitment is important.

4. When is a good time to build and sustain commitment?

5. How is commitment built?

6. List nine strategies for building commitment.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. State nine facts about commitment.
 - Commitment is one of those invisible qualities that people sometimes have – invisible, but even if you can't see it, you know it is there
 - People are committed to something when they act like it is important
 - They show up, follow through, and stick with it
 - They often give of themselves even when they feel uncomfortable or when they have to make sacrifices
 - They care about the goals of the group and they care about the people in the group
 - People show commitment in different ways
 - Commitment connects us to certain things, therefore, disconnecting us from others
 - Commitment to a goal or cause draws your physical ability together to support your mental ability
 - Commitment reveals both our strengths and weaknesses

2. Identify five characteristics of commitment.
 - Commitment has to be a top PRIORITY in our lives
 - Commitment takes the proper course in the face of ADVERSITY
 - Commitment risks ALL to stay on course
 - Commitment ACTS when it hears of a need
 - Commitment fails when FOCUS is broken

3. List nine reasons why commitment is important.
 - Commitment is the backbone of a group or organization
 - It is what gives a group its strength
 - The more committed people are, the more effective they are influencing others
 - People who are committed are the ones who don't take discouragement seriously – they don't give up

- People cooperate at a higher level when they share commitment
- If people are committed to an effort for a period of time, they will learn what they need to know to be more effective
- If you are committed to something, you will be the first to do it
- Committed people look at problems and troubles as mere stepping stones to the next level, but those who are not committed see them as barriers
- The uncommitted become hopeless

4. When is a good time to build and sustain commitment?

- All the time, anytime
- Commitment doesn't usually occur at one moment
- It **grows** within people over time

5. How is commitment built?

- People commit to a group or organization because they gain something important from their involvement
- When you invite someone to become involved, you are offering them an opportunity that they may be looking for
- You are offering people an opportunity to:
 - a. work on an issue that is important to them
 - b. meet and spend time with like-minded people
 - c. expand their skills
 - d. be a part of a team
 - e. learn how to lead
 - f. be challenged
 - g. be held to high standards
 - h. be expected to do something significant

6. List nine strategies for building commitment.

- Welcome people into your group or organization
- Be open and clear about the principles and goals of your group or organization
- Model commitment yourself

- Give people meaningful tasks
- Pick out the right level of challenge for people
- Build an environment in which people appreciate and respect each other
- Listen, listen, and listen
- Support peoples' leadership
- Celebrate

ANSWER KEY
READING ACTIVITY

PART I

1. Trini was the man holding the
 - a. pizzas.
 - b. money.
 - c. gavel.

2. Shawn wanted the meeting to end so he could
 - a. go to work.
 - b. go out to get the pizzas.
 - c. meet Manee.

3. Lydia made a motion to
 - a. close the meeting.
 - b. start the meeting.
 - c. order the pizzas.

4. The objective of the committee was to raise \$1000 for
 - a. 'Kids Kastle'.
 - b. the City Council.
 - c. the Senior Citizen Center.

5. Mark was to put the
 - a. sales project together.
 - b. fund raising task force together.
 - c. plans together for the City Council.

ANSWER KEY
MATH ACTIVITY

1. a. \$95.83
 b. \$84.97
 c. \$91.96
 d. \$71.18
 e. \$25.20