



**CONNECT WITH KIDS**

***Cooperation***

**Grades 9-12**

**CURRICULUM OVERVIEW**

Schools have begun to incorporate character education into their curriculum with overwhelming results. Many teachers are using character education to reinforce core traits such as trustworthiness, consideration, empathy, understanding and the acceptance of others. The ***Cooperation*** curriculum emphasizes working with others to reach a common goal and to resolve conflicts of interest.

Please find the following resources included within the curriculum:

- Curriculum goals
- Story segment summaries and discussion questions
- Four activities, including vocabulary
- Activity objectives, according to Bloom's Taxonomy
- Materials necessary to execute the curriculum
- Assessment/evaluation
- National standards for Character Education

## **Cooperation Goals**

### **Connect with Kids Programming Goals**

- To provide comprehensive programming which helps schools and school districts to meet character education initiatives
- To provide comprehensive programming which helps schools and school districts to meet Safe and Drug-Free Schools criteria
- To provide reality-based programming that can be infused into the existing curriculum or can be used as a standalone program

### **Cooperation Unit Goals**

#### **Character Education:**

- To address the characteristics of cooperation, including the following student behaviors:
  - Adopting conflict-resolution techniques
  - Collaborating with others to accomplish a goal
  - Treating others with respect
  - Choosing to avoid circumstances that might escalate into an altercation

#### **Safe and Drug-Free Schools:**

- To influence the school climate by addressing the following issues:
  - Bullying and harassment
  - Conflict resolution
  - Decision-making skills
  - Leadership skills
  - Perceived social norms
  - Spectator responsibility
  - Violence prevention

## Segment Summaries

### Segment Summary #1

**Josh Belluardo's friends say that early intervention and cooperation might have saved him from death at the hands of a bully.**

Insults and intentional collisions in the hallway often add to the tension that builds among students during the school day. And sometimes, what seems like a minor altercation can quickly escalate to a deadly level, as in the case of Josh Belluardo. Josh, who was often teased by his classmates, began arguing with another boy while riding home on the school bus. The boy followed Josh as he exited the bus, and then he cracked Josh's skull with a blow to the head, killing him. The incident left Josh's friends sad and confused, and they still struggle to understand why the argument had to turn to violence. Josh's friends say that fighting never solves anything and that it only makes problems worse. They believe that it takes more courage and strength to talk calmly and try to cooperate with others than it does to argue. And they say that in the long run, people will gain more respect from walking away than from fighting.

#### Discussion Questions:

1. What types of behaviors, actions, etc., prompt students at your school to fight?
2. How do you react to taunting and teasing from your classmates? Have you ever gotten involved in a fight because of a comment someone made? Explain.
3. What programs or organizations are available in your school and community to help people learn to cooperate rather than fight? Do you and your friends take advantage of these resources?
4. How does peer pressure affect your decisions about fighting?
5. Have your attitudes and opinions about fighting changed as you've gotten older? Do stories like Josh Belluardo's affect the way you feel about fighting? Explain.
6. Do you think the rise in school shootings and other school-related violence has affected students' willingness to fight? Explain.
7. In your opinion, is a fight ever a positive solution to a problem? Why or why not?
8. Are there situations in which you feel you have no choice but to fight? Explain.
9. Why is it harder to cooperate and compromise with an "enemy" than it is to fight?
10. Do fights at school ever lead to any positive changes? Explain.

**Comment [SN1]:** Minimum of ten questions

### Segment Summary #2

**Both Amira Abdulhafid and the teens at Camp Anytown learn the value of trust and cooperation among people of different cultures.**

Amira Abdulhafid's mother is Caucasian, her father is Saudi Arabian and her stepfather is Mexican. Amira's racially diverse heritage often makes it difficult for her to define herself, especially when she must choose "other" when she fills out forms requesting her race. Amira says the students at her school usually make friends and group themselves according to their races. Since she doesn't fit into a particular racial clique, Amira often feels left out and alone. But over time, she has learned to appreciate her diversity and ignore those who try to enforce social polarization.

At Camp Anytown, teens experience the same message Amira's family instills in her: Cooperation, acceptance and understanding must occur in order for the world's cultures and races to coexist in peace. Those who attend the camp spend time talking to a rainbow of people to learn about their different backgrounds and traditions. The experience helps campers identify and challenge the negative stereotypes that often paralyze cooperative efforts between different races. And like Amira, most of the teens gain the knowledge of and appreciation for racial and cultural diversity.

#### Discussion Questions:

1. Do you believe cooperation among races and cultures is necessary in the "real world"? Explain.

**Comment [SN2]:** Minimum of ten questions

2. Have you ever been made to feel like an outcast because of your race or culture? What were the circumstances?
3. Why do you think Amira is unhappy about having to choose “other” as a racial category when she fills out official forms? How do you feel about having to indicate your race or sex on forms?
4. Do the different cultural and racial groups at your school cooperate, or does discord exist among these groups? Explain.
5. What are some ways in which you and your classmates can neutralize racial tension at school?
6. In what ways does cultural diversity affect cooperation?
7. Do the different races and cultures in your community cooperate? Explain.
8. In what ways can talking to people from different backgrounds help you identify and confront racial stereotypes?
9. How would the world be different if nations never worked together? How would the world change if nations always cooperated?

**Segment Summary #3**

**Cooperation on stage and behind the scenes is critical to a play’s successful run.**

With only a week before the opening night of *Time Flies*, it’s no surprise that the Wesleyan Players are working overtime to memorize their lines. What many people might not realize, however, is the extraordinary amount of effort and teamwork that goes on behind the scenes in order to make a play successful. Like the actors, everyone backstage plays a crucial part in the production. The stage managers keep everything organized, the set decorators build the props and the director helps the actors with their line delivery and stage presence. And these are just a few of the tasks necessary to put on a good show. It takes everyone cooperating and working together in order to achieve success. The cast members know that if they can’t depend on their backstage counterparts, and vice versa, they won’t reach their desired goal: a perfect performance.

**Discussion Questions:**

1. How are the cast members and the play’s backstage crew like a team? What do they say are the most important aspects of their working relationship?
2. Which theatrical job do you think is the most stressful or the most time consuming?
3. Give examples of other types of jobs in which teams of people have to cooperate. What happens if there is a breakdown in any part of that team?
4. Think about the teams or other groups with whom you have worked. What roles have you played in these groups (leader, motivator, supporter, etc.)? How does it make you feel when others don’t do their part? Explain.
5. Are some group jobs or roles more important to a team than others? Why or why not?
6. Does your family work together like a team? If so, describe the ways that your family members cooperate. If not, what would it take to increase cooperation in your family?
7. How do you and your classmates cooperate on a daily basis? Is it necessary for all of you classmates to be amiable in order for cooperation to exist? Explain.
8. Why do you think some people prefer not to work on teams or in organized groups?
9. What would you like to do for a living? How will that profession require you to cooperate with other people?
10. Do you think you are good at cooperating with other people? Do you find it easier to cooperate with certain types of people than with others? Explain.

**Comment [SN3]:** Minimum of ten questions

**Related Vocabulary Words**

altercation      amiable      cooperation      neutralize      polarization

## Innovative Expression

**Comment [SN4]:** Highlight here to type title in bold face 12 point.

### Objectives:

Students will be able to

- Internalize the meanings of vocabulary words
- Create pieces of art that express personal meanings for vocabulary words
- Demonstrate listening and speaking skills during artwork presentations

### Materials:

- Pens, pencils
- Paper
- Art supplies
- **Cooperation Vocabulary Words and Definitions** handout

**Comment [SN5]:** Single space between materials.

### Procedure:

1. Assign students to review the **Cooperation Vocabulary Words and Definitions** handout.
2. Have students select at least five of the vocabulary words.
3. Allow students to practice self-expression by creating an original composition (song, dance, poetry, dramatic performance, photograph, drawing, etc.) that incorporates the five words selected in *Step 1*.

#### Examples:

- Students could perform a skit in which they personify their five vocabulary words.
- Students could make a photo essay in which each photo captures the meaning of a different vocabulary word.

Encourage students to be creative, and remind them that each art form should address the meanings of at least five of the vocabulary words.

4. Allow students time to complete their projects.

**Note:** One week should be an adequate time frame.

5. On the assigned due date, have students present their artwork to the class.

## Cooperation Vocabulary Words and Definitions

### **Altercation (n.)**

**Definition:** a short but noisy argument or fight, usually with an unknown person

**Context:** Due to the school's zero-tolerance policy on fighting, the altercation between Cami and Michaela resulted in a two-day suspension.

### **Amiable (adj.)**

**Definition:** friendly and easy to like

**Context:** Davis spoke in an amiable, conversational tone in an attempt to diffuse the verbal argument.

### **Arbitration (n.)**

**Definition:** the process of judging officially how an argument between two opposing sides should be settled

**Context:** When Stefan and Kay couldn't resolve the dispute on their own, they sought arbitration.

### **Conjoin (v.)**

**Definition:** to connect two separate entities, often for a common purpose

**Context:** In times of crisis, relief agencies around the globe often conjoin their funds in an effort to help those in dire need.

### **Cooperation (n.)**

**Definition:** the act of working with someone else to achieve a goal

**Context:** The success of the community food bank depends on the cooperation of parents, students, teachers and community groups.

### **Inclusive (adj.)**

**Definition:** including all of the possible information, parts, numbers, etc.

**Context:** Cooperation among all races and cultures would create an inclusive, global society.

### **Innovative (adj.)**

**Definition:** relating to plan, method, etc., that is new, different and better than those previously in existence

**Context:** His innovative design for a solar-powered generator won the Nobel Prize for physics.

### **Neutralize (v.)**

**Definition:** to prevent something from having any effect

**Context:** The teacher tried to neutralize the hostile situation that erupted during a class debate about the school's dress code.

### **Polarization (n.)**

**Definition:** the process of dividing something into clearly separate groups with opposite beliefs, ideas or opinions

**Context:** Students' differing views about the location of this year's prom resulted in social polarization.

### **Volition (n.)**

**Definition:** the power to choose or decide something

**Context:** Fearing another round of layoffs, Hadiya left the company on her own volition.

**Source:** *Longman Advanced American Dictionary*. Harlow: Pearson Education Limited. 2000.

## Cultural Cooperation

### Objectives:

Students will be able to

- Discuss the importance of cooperation among nations and cultures
- Use limited knowledge of different “cultures” to anticipate social issues and concerns
- Design activities to bring cooperation and understanding between two distinct cultures
- Evaluate their classmates’ ideas
- Provide feedback in a constructive manner

### Materials:

- Pens, pencils
- Paper
- Index cards
- Box
- **Cultural Exchanges** worksheet

### Procedure:

1. Before beginning this activity, write each one of the following pairs of words on an index card and place them in a box. These pairs of words are the “cultures” that will be the focus in this activity.
  - Dogs and cats
  - Oil and water
  - Dirt and soap
  - Rain and sunshine
  - Jupiter dwellers and Mars dwellers
  - Cars and the atmosphere
  - Sugar and salt
  - Night and day
2. Use the following questions to discuss cooperation among various cultures:
  - Is global cooperation among nations beneficial? If so, what are the benefits?
  - What is your overall opinion of the amount of cooperation that exists among different cultures in the United States? How did you form this opinion?
  - Why is it necessary for nations to cooperate with each other?
  - Do cultures or nations have a moral or legal obligation to cooperate? Why or why not?
  - What are the barriers that limit cooperation among cultures and nations? How can these barriers be removed?
  - Does greater understanding and cooperation among cultures lead to a more inclusive society? Explain.
3. Divide the class into groups of four students. Arrange the groups in a circular pattern around the classroom.
4. Tell students to imagine that they are the directors of a multicultural summer camp. The students’ goal as camp directors is to increase understanding among the campers individually and ultimately to increase cooperation among the cultures represented at the camp. Their task is to develop activities that will promote positive changes in the campers’ attitudes and perspectives.
5. Instruct one member from each group to draw a card from the box you set up in *Step 1*. The two words on each card will represent the “cultures” that will be attending each group’s summer camp. Each group will keep in mind the features of the two “cultures” when developing their activities.

**Note:** At this point, remind students to use what they know about the two “cultures” on the card and to predict the conflicts and misunderstandings that may exist between these two “cultures.” It may be helpful for the students to list these problems.

6. Distribute the **Cultural Exchanges** worksheet, and allow time for students to complete it.
7. Instruct the groups to pass their worksheets clockwise to the next group. Each group will read the previous group’s ideas and provide feedback on the back of the worksheet.
8. Allow the groups to review the feedback.
9. Close this activity by discussing the following questions:
  - Which ideas did you find to be the most innovative?
  - Which comments about your group’s activities were the most useful?
  - Have you ever tried to communicate with someone from a different culture and felt like you were too different to understand each other? How did you handle the situation?
  - Does communication between cultures lead to greater understanding or greater polarization between them? Explain.
  - Can attending a multicultural camp or an international exchange really change a person’s attitudes? Why or why not?
  - Is mutual cooperation among various cultures an unattainable ideal or a realistic goal?

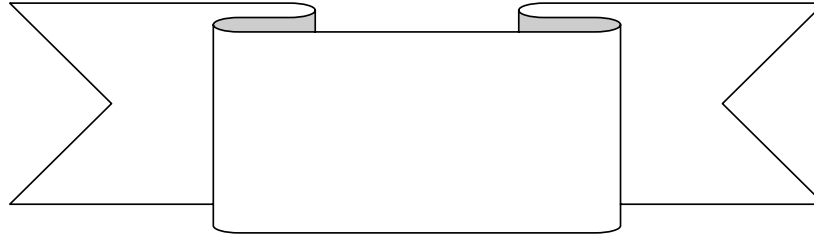
**Related Vocabulary Words**

cooperation      inclusive      innovative      polarization

## Cultural Exchanges

Name: \_\_\_\_\_

**Directions:** Write the name of your camp and the names of the two “cultures” that will be represented on the banner. Then use this worksheet to outline the activities you will plan for the participants of your multicultural summer camp. Remember, your goal is to design activities that will increase understanding and cooperation between these two cultures. Write your ideas below, and explain how these activities will lead to greater cooperation.



**Activity 1 and Explanation:**

**Activity 2 and Explanation:**

**Activity 3 and Explanation:**

## Cooperative Extensions

### Objectives:

Students will be able to

- Discuss the value of conflict resolution
- Define various conflict-resolution techniques
- Interview an adult who is an expert in negotiation, mediation and arbitration
- Determine personal preferences in conflict-resolution styles

### Materials:

- Pens, pencils
- Paper
- Chalkboard or overhead projector

### Procedure:

1. Begin a discussion about fighting and cooperation, using the following questions as a guide:
  - How many of you have been in an altercation where you wanted to fight? What were the factors that contributed to the conflict?
  - Have you ever been in a physical fight? What was the outcome? Did fighting change anything? In retrospect, would you say the issues were worth the fight? Why or why not?
  - What instigates fights among students at your school? Name some methods, besides fighting, that students could use to solve their problems.
2. Write the following three words on the board or overhead: negotiation, mediation and arbitration. Ask students to predict the meanings of these words.
3. Have students look up each of the words in the dictionary and write the definitions.
4. Then explain to students that they will identify someone in the community who is a negotiator, a mediator or an arbiter, and then they will interview that person.  
**Note:** Some attorneys are skilled in all three of these areas.
5. Instruct students to gather the following information from their interview subjects:
  - Length of time he or she has practiced negotiation, mediation or arbitration
  - Reasons why he or she chose the field
  - Similarities and differences among negotiation, mediation and arbitration
  - How the interview subject's methods have affected cooperation in the community
  - Suggestions for using negotiation, mediation or arbitration to decrease fighting and increase cooperation in schools
6. When students complete all of their interviews, allow them to share what they learned with the class.
7. Assign students to answer the following questions for homework:
  - Which method of conflict resolution appeals to you most? Why?
  - Do you think your friends would respond positively to any of the methods you learned about in class? Why or why not?

- Would any of these conflict-resolution methods work to decrease fighting and increase cooperation in your school? Explain.
- What other strategies could you use to decrease fighting and increase cooperation in your school?

**Related Vocabulary Words**

altercation      arbitration      cooperation

## Map It

### Objectives:

Students will be able to

- Provide examples of times when they cooperated with others
- Describe their feelings about cooperation
- Work as part of a system, with each person completing only one task
- Collaborate with others to create a map of the United States

### Materials:

- Pens, pencils, markers
- Paper, chart paper, various colors of construction paper
- Scissors, glue
- Chalkboard or overhead projector
- Political maps of the United States
- **Map It Rules** handout

### Procedure:

1. Ask students to describe times when they had to depend on someone else in order to complete a task. Ask them how they felt about the experience.
2. Divide the class into groups of four students. Give each group a large piece of chart paper, glue, scissors, markers, a political map of the United States and several sheets of construction paper in various colors.
3. Explain that the members of each group will cooperate to create a map of the United States. Distribute the **Map It Rules** handout, and explain the following rules to your students:
  - a. As a group, students will decide which strategies and processes to follow in order to complete their maps. They may use any process they like, but the entire group must agree on the method and process.
  - b. Each group will assign specific jobs to each of its members. Every group member must have a job, and no member may perform more than one job. The jobs available to members include:
    - **Cutter** – One person may use the scissors.
    - **Gluer** – One person may use the glue.
    - **Director** – One person may give instructions.
    - **Artist** – One person may draw or color.
  - c. Groups must follow these rules as they create their maps:
    - Group members must wait for instructions from the Director before beginning any task.
    - Groups must make use of all of the supplies they are given.
    - Each group has a political map for reference. Groups may refer to their political maps only three times while they create their own U.S. maps, and they must take a group vote to decide when to refer to their maps.
4. Allow students time to work on their maps.

**Note:** It is unlikely that students will be able to complete their maps in one class period.

5. Close the activity with a discussion using the following questions as a guide:

- How did it feel to have to depend on other people in order to complete a task?
- How did you feel about not being able to step in and help someone with his or her job?
- Did conflicts arise as your group members attempted to conjoin? What sparked these conflicts? How did you resolve them?
- Is it easier to cooperate when you are forced or when you do it of your own volition?

**Related Vocabulary Words**

conjoin      cooperation      volition

## Map It Rules

Name: \_\_\_\_\_

**Directions:** Read the following steps and rules before beginning the work on your map.

**Step 1:** Decide which strategies and processes you will follow in order to complete your map. You may use any process you like, but the entire group must agree, and you must follow the rules listed under the heading "THE RULES."

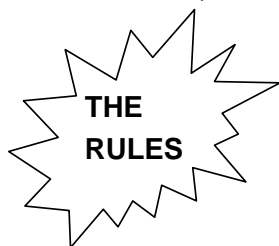
**Step 2:** Assign jobs. Every group member must have a job, and no member may perform more than one job. The jobs are as follows:

**Cutter** – One person may use the scissors.

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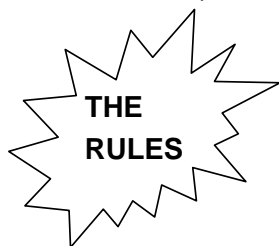
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## Assessment

1. Individual assignments should be evaluated using a set standard offering letter grades or points.
2. Group assignments should be evaluated using guidelines that address individual student participation and contribution, as well as evaluating the group as a whole.
3. The **Cooperation Assessment/Evaluation** form serves as a guideline for assessing each student's performance within the activities and lessons. Additional evaluations may be added to the table, such as writing assessments for grammar, syntax, punctuation, style, etc. Reports may be graded on accuracy and analysis. Students may also be evaluated on their use of technology within key activities that encourage using the Internet for research and for the creation of a Web page.
4. Students should receive a copy of the evaluation form at the beginning of the program so that they are aware of the assessment standards and the necessity of participation in order to fully benefit from the program.

### Cooperation Assessment/Evaluation

Name \_\_\_\_\_

Class \_\_\_\_\_

<b>Lesson/Activity</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>Innovative Expression</b>	No participation	Chose words to use in artwork	Chose words to use in artwork and created original artwork to express meanings	Chose words to use in artwork, created original artwork to express meanings and presented artwork to class	
<b>Cultural Cooperation</b>	No participation	Participated in class discussion	Participated in class discussion and worked with group to develop activities	Participated in class discussion, worked with group to develop activities and provided constructive feedback	
<b>Cooperative Extentions</b>	No participation	Participated in class discussion	Participated in class discussion and interviewed community member	Participated in class discussion, interviewed community member and completed homework assignment	
<b>Map It</b>	No participation	Participated in class discussion	Participated in class discussion and worked cooperatively with group	Participated in class discussion, worked cooperatively with group and participated in follow-up discussion	

### Cooperation Assessment/Evaluation

Name \_\_\_\_\_

Class \_\_\_\_\_

<b>Lesson/Activity</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Total</b>
<b>Innovative Expression</b>	No participation	Chose words to use in artwork	Chose words to use in artwork and created original artwork to express meanings	Chose words to use in artwork, created original artwork to express meanings and presented artwork to class	
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## National Character Education/Life Skills Standards

The following is an outline of the national Character Education/Life Skills standards and benchmarks for each **Cooperation** lesson/activity. National and state standards for language arts, social studies and health appear online.

<b>Grades 9-12</b>	
<b>Activity</b>	<b>Standards</b>
<b>Innovative Expression</b>	<p><b>Self-Regulation</b></p> <p><b>Standard 1: Set and manage goals</b></p> <ol style="list-style-type: none"> <li>1. Set explicit long-term goals</li> <li>2. Identify and rank relevant options in terms of accomplishing a goal</li> <li>6. Identify the resources necessary to complete a goal</li> </ol> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>2. Identify personal styles</li> </ol> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate a sense of purpose</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 3: Effectively use mental processes that are based on identifying similarities and differences</b></p> <ol style="list-style-type: none"> <li>3. Identify abstract relationships between seemingly unrelated items</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate respect for others in the group</li> <li>7. Engage in active listening</li> <li>11. Contribute to the development of a supportive climate in groups</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> </ol>
<b>Cultural Cooperation</b>	<p><b>Self-Regulation</b></p> <p><b>Standard 1: Set and manage goals</b></p> <ol style="list-style-type: none"> <li>2. Identify and rank relevant options in terms of accomplishing a goal</li> <li>6. Identify the resources necessary to complete a goal</li> <li>7. Display a sense of personal direction and purpose</li> </ol> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>5. Identify basic values</li> <li>12. Identify personal motivational patterns</li> <li>17. Identify peak experiences and significant life experiences</li> </ol> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate a sense of purpose</li> <li>4. Persist in the face of difficulty</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Standard 5: Maintain a healthy self-concept</b></p> <ol style="list-style-type: none"> <li>1. Have basic belief in the ability to succeed</li> <li>4. Avoid overreacting to criticism</li> <li>12. Analyze criticisms to determine their accuracy and identify useful lessons learned</li> <li>13. Use high self-esteem body language</li> </ol>

	<p><b>Thinking and Reasoning</b></p> <p><b>Standard 3: Effectively use mental processes that are based on identifying similarities and differences</b></p> <ol style="list-style-type: none"> <li>3. Identify abstract relationships between seemingly unrelated items</li> <li>4. Identify the qualitative and quantitative traits (other than frequency and obvious importance) that can be used to order and classify items</li> </ol> <p><b>Standard 5: Apply basic trouble-shooting and problem-solving techniques</b></p> <ol style="list-style-type: none"> <li>1. Apply trouble-shooting strategies to complex real-world situations</li> <li>5. Engage in problem finding and framing for personal situations and situations in the community</li> <li>6. Represent a problem accurately in terms of resources, constraints and objectives</li> <li>7. Provide summation of the effectiveness of problem-solving techniques</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>1. Challenge practices in a group that are not working</li> <li>2. Demonstrate respect for others in the group</li> <li>3. Identify and use the strengths of others</li> <li>4. Take initiative when needed</li> <li>6. Help the group establish goals</li> <li>7. Engage in active listening</li> <li>8. Take the initiative in interacting with others</li> <li>9. Evaluate the overall progress of a group toward a goal</li> <li>10. Keep requests simple</li> </ol> <p><b>Standard 2: Use conflict-resolution techniques</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas in a manner that does not irritate others</li> <li>2. Resolve conflicts of interest</li> <li>3. Identify goals and values important to opponents</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>8. Identify with speaker while maintaining objectivity</li> <li>9. Use emotions appropriately in personal dialogues</li> <li>12. React to ideas rather than to the person presenting the ideas</li> <li>13. Adjust tone and content of information to accommodate the likes of others</li> <li>14. Communicate in a clear manner during conversation</li> </ol> <p><b>Standard 5: Demonstrate leadership skills</b></p> <ol style="list-style-type: none"> <li>1. Occasionally serve as a leader in groups</li> <li>2. Occasionally serve as a follower in groups</li> <li>3. Enlist others in working toward a shared vision</li> <li>6. Recognize the contributions of others</li> <li>7. Pass on authority when appropriate</li> </ol>
<p><b>Cooperative Extensions</b></p>	<p><b>Self-Regulation</b></p> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>2. Identify personal styles</li> <li>5. Identify basic values</li> <li>12. Identify personal motivational patterns</li> <li>17. Identify peak experiences and significant life experiences</li> </ol> <p><b>Standard 3: Consider risks</b></p> <ol style="list-style-type: none"> <li>1. Weigh risks in making decisions and solving problems</li> <li>2. Use common knowledge to avoid hazard or injury</li> </ol>

	<p><b>Standard 5: Maintain a healthy self-concept</b></p> <ol style="list-style-type: none"> <li>1. Have basic belief in the ability to succeed</li> <li>13. Use high self-esteem body language</li> </ol> <p><b>Standard 6: Restrain impulsivity</b></p> <ol style="list-style-type: none"> <li>1. Keep responses open as long as possible</li> <li>2. Remain passive while assessing situation</li> <li>3. Suspend judgment</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 5: Apply basic trouble-shooting and problem-solving techniques</b></p> <ol style="list-style-type: none"> <li>1. Apply trouble-shooting strategies to complex real-world situations</li> <li>5. Engage in problem finding and framing for personal situations and situations in the community</li> </ol> <p><b>Standard 6: Apply decision-making techniques</b></p> <ol style="list-style-type: none"> <li>5. Evaluate major factors that influence personal decisions</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate respect for others in the group</li> <li>7. Engage in active listening</li> <li>8. Take the initiative in interacting with others</li> </ol> <p><b>Standard 2: Use conflict-resolution techniques</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas in a manner that does not irritate others</li> <li>9. Identify an explicit strategy to deal with conflict</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>9. Use emotions appropriately in personal dialogues</li> <li>13. Adjust tone and content of information to accommodate the likes of others</li> <li>14. Communicate in a clear manner during conversations</li> </ol>
<p><b>Map It</b></p>	<p><b>Self-Regulation</b></p> <p><b>Standard 2: Perform self-appraisal</b></p> <ol style="list-style-type: none"> <li>1. Distribute work according to perceived strengths</li> <li>2. Identify personal styles</li> <li>5. Identify basic values</li> <li>12. Identify personal motivational patterns</li> </ol> <p><b>Standard 4: Demonstrate perseverance</b></p> <ol style="list-style-type: none"> <li>2. Demonstrate a sense of purpose</li> <li>4. Persist in the face of difficulty</li> <li>5. Concentrate mental and physical energies</li> </ol> <p><b>Thinking and Reasoning</b></p> <p><b>Standard 5: Apply basic trouble-shooting and problem-solving techniques</b></p> <ol style="list-style-type: none"> <li>1. Apply trouble-shooting strategies to complex real-world situations</li> <li>6. Represent a problem accurately in terms of resources, constraints and objectives</li> <li>10. Evaluate the feasibility of various solutions to problems; recommend and defend a solution</li> </ol> <p><b>Working with Others</b></p> <p><b>Standard 1: Contribute to the overall effort of a group</b></p> <ol style="list-style-type: none"> <li>1. Challenge practices in a group that are not working</li> <li>2. Demonstrate respect for others in the group</li> <li>3. Identify and use the strengths of others</li> <li>4. Take initiative when needed</li> </ol>

	<ol style="list-style-type: none"> <li>5. Identify and deal with causes of conflict in a group</li> <li>6. Help the group establish goals</li> <li>7. Engage in active listening</li> <li>8. Take the initiative in interacting with others</li> </ol> <p><b>Standard 2: Use conflict-resolution techniques</b></p> <ol style="list-style-type: none"> <li>1. Communicate ideas in a manner that does not irritate others</li> </ol> <p><b>Standard 3: Work well with diverse individuals and in diverse situations</b></p> <ol style="list-style-type: none"> <li>1. Work well with the opposite gender</li> <li>2. Work well with different ethnic groups</li> <li>3. Work well with those of different religious orientations</li> </ol> <p><b>Standard 4: Display effective interpersonal communication skills</b></p> <ol style="list-style-type: none"> <li>1. Display empathy with others</li> <li>2. Display friendliness with others</li> <li>3. Display politeness with others</li> <li>4. Seek information nondefensively</li> <li>5. Provide feedback in a constructive manner</li> <li>6. Use nonverbal communication, such as eye contact, body position and voice tone, effectively</li> <li>11. Make eye contact when speaking</li> <li>12. React to ideas rather than to the person presenting the ideas</li> <li>13. Adjust tone and content of information to accommodate the likes of others</li> <li>14. Communicate in a clear manner during conversations</li> <li>15. Acknowledge the strengths of others</li> </ol> <p><b>Standard 5: Demonstrate leadership skills</b></p> <ol style="list-style-type: none"> <li>1. Occasionally serve as a leader in groups</li> <li>2. Occasionally serve as a follower in groups</li> <li>3. Enlist others in working toward a shared vision</li> <li>6. Recognize the contributions of others</li> <li>7. Pass on authority when appropriate</li> </ol>
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**Source:**

McRel: Mid-continent Research for Education and Learning, 2000 – <http://www.mcrel.org>