

Student name: _____ Date: _____

Describe good citizenship activities.

Objectives:

- A. Define good citizenship.
- B. Describe how good citizenship affects you at your job.
- C. Describe how good citizenship affects the company you work for.

MODULE 9A: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end.

What is Citizenship?

In American Democracy each citizen is a full and equal member of a self governing community endowed with fundamental rights and entrusted with responsibilities. Both the government and the citizens are responsible for the protection of the rights of individuals and for the promotion of the common good.

It is a fundamental responsibility of the citizen to see that government serves the purposes for which it was created. In order to fulfill this role, individuals need to understand what citizenship means in American constitutional democracy.

What traits of private and public character are important to the preservation and improvement of American constitutional democracy?

American constitutional democracy requires the responsible self-governance of each individual; one cannot exist without the other. Traits of private character such as moral responsibility, self-discipline, and respect for individual worth and human dignity are essential to its well-being.

American constitutional democracy cannot accomplish its purposes, however, unless its citizens are inclined to participate thoughtfully in public affairs. Traits of public character such as public spiritedness, civility, respect for law, critical mindedness, and a willingness to negotiate and compromise are indispensable for its vitality.

These traits of private and public character also contribute to the political efficacy of the individual, the healthy functioning of the political system, and the individual's sense of dignity and worth.

Civility—treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument.

Respect for the rights of other individuals—having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views.

Respect for law—willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust.

Honesty—willingness to seek and express the truth.

Open mindedness—considering others' points of view.

Critical mindedness—having the inclination to question the validity of various positions, including one's own.

Negotiation and compromise—making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so.

Persistence—being willing to attempt again and again to accomplish worthwhile goals.

Civic mindedness—paying attention to and having concern for public affairs.

Compassion—having concern for the well-being of others, especially for the less fortunate.

Patriotism—being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism.

Courage—the strength to stand up for one's convictions, when conscience demands.

Tolerance of ambiguity—the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles.

What should good citizenship mean to you?

- Being honest and truthful.
- Respecting authority.
- Respecting property of others.
- Always doing ones best.
- Not stealing.
- Possessing skills to live and work peaceably in society and not resorting to violence to settle disputes.
- Taking personal responsibility to family and community.
- Taking personal responsibility to earn a living.
- Treating others as you wish to be treated.
- Respecting the national flag, the constitution of the United States and its laws.
- Respecting the laws of the local community and the state.
- Respecting one's parents, home and elders.
- Respecting oneself.
- Respecting the rights of others to have their own views and religious beliefs.
- Treating everyone equally no matter what their ethnic heritage or the color of their skin.

How should good citizenship affect you at your job?

- Earn the respect of your supervisors.
- Earn the respect of your peers.
- Earn the respect of customers.
- Helps you when it is time for job evaluation.
- Helps when it's time for pay raises.
- Helps when it's time for promotions.

How does good citizenship affect the company you work for?

- Creates a friendly, working environment.
- Increases production if everyone gets along.
- Customers return if they are treated with respect and courtesy.
- Business runs smoother if everyone practices good citizenship. A smooth running business means more stable, better paying jobs.
- Projects a better image for the company in the community.

MODULE 9A: STUDENT ACTIVITIES

TO THE STUDENT: Read and study the information sheet and complete the following activities.

Activity 1: Answer the following questions.

1. What is a Citizen?

True or False?

2. _____ Americans are both citizens of their state and their country.
3. _____ Citizenship is a legally recognized membership in a self governing community.
4. _____ Citizenship is dependent on inherited, involuntary groupings such as race, ethnicity, or ancestral religion.
5. In order to become a citizen, you should:
_____ Be a resident of the United States for three years.
_____ Have knowledge of the history of the United States.
_____ Be able to read, write and speak the English language.

Activity 2: Write the correct word in the following sentences.

What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy?

WORD BANK

Civility	Persistence
Respect for the rights of individuals	Civic Mindedness
Respect for the Law	Compassion
Honesty	Patriotism
Open Mindedness	Courage
Critical Mindedness	Tolerance of Ambiguity
Negotiation and Compromise	

1. A willingness to seek and express truth is called _____.
2. Having the ability to accept uncertainties that arise, e.g., from insufficient knowledge or understanding of complex issues or from tension among fundamental values and principles is _____.
3. Having concern for the well-being of others, especially for the less fortunate is known as _____.
4. Having respect for others' right to an equal voice in government, to be equal in the eyes of the law, to hold and advocate diverse ideas, and to join in associations to advance their views is known as _____.
5. Being willing to attempt again and again to accomplish worthwhile goals is known as _____.
6. Being loyal to the values and principles underlying American constitutional democracy, as distinguished from jingoism and chauvinism is _____.
7. Treating other persons respectfully, regardless of whether or not one agrees with their viewpoints; being willing to listen to other points of view; avoiding hostile, abusive, emotional, and illogical argument is called _____.
8. Considering others' points of view is known as _____.
9. Paying attention to and having concern for public affairs is called _____.
10. Willingness to abide by laws, even though one may not be in complete agreement with every law; willingness to work through peaceful, legal means to change laws which one thinks to be unwise or unjust is known as _____.
11. The strength to stand up for one's convictions, when conscience demands is called _____.
12. Making an effort to come to agreement with those with whom one may differ, when it is reasonable and morally justifiable to do so is known as _____.
13. Having the inclination to question the validity of various positions, including one's own is called _____.

MODULE 9A: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- A. Evaluate personal attitudes and work habits that support career retention and advancement.

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

Define and discuss community service.

Objectives:

- A. Define community service.
- B. Discuss different types of community service.

MODULE 9B: INFORMATION SHEET

TO THE STUDENT: *Read and study the following information sheet and complete the activities at the end.*

What is community service?

Community Service is a voluntary service that you provide to local area business or service. The work must be completed without compensation for your services.

What are some organizations in which you could do community service?

- Boy's Club
- YMCA
- A sports team, such as baseball, football, basketball, etc.
- A retirement home or center.
- Church
- Hospital

What are some reasons why you would do community service?

- Community Service may be required from your school district to graduate.
- It will give you the chance to experience different types of work, possibly what you enjoy.
- You could quite possibly be offered employment in the future.
- It is a chance to give back to your community.

Where could you find out about community service opportunities?

- Through your guidance office.
- Through your local vocational or technical school.
- Through your local police department.
- Through the bureau of parks and recreation.

What are some precautions you should consider before starting community service?

- Make sure the community service hours are being tracked by your high school guidance department.
- Make sure the community service position has been approved your high school guidance department.
- Make sure that you are not displacing any employees.
- Community service hours can only be achieved on off school hours.

MODULE 9B: STUDENT ACTIVITIES

TO THE STUDENT: Read the information sheet above and complete the following activities.

Activity 1: Answer the following questions with True or False

- _____ Community Service time is required by all school districts.
 - _____ All community service hours should be cleared through your guidance office.
 - _____ Community service is a paid position.
 - _____ Community service hours can be earned during school hours.
 - _____ Community service jobs can lead to a paid and full-time position.
 - _____ Community service can give you good ideas about your career.
-

Activity 2: Read the two case studies below. Write a paragraph comparing the two cases and the process the students went through to determine their community service options.

Case Study #1:

At his local high school, Michael has to complete 60 hours of community service before he is eligible to graduate. After consulting with his guidance counselor at his high school Michael has accepted a community service position at the area hospital. At the hospital he will service patients by delivering food and transporting them through the hospital as needed. After putting in his required hours he realizes that this is the type of work that he enjoys and will be interested in pursuing. Michael has worked hard while he was volunteering at the hospital and has been offered a part time work after school for his efforts.

Case Study #2:

Harry also has to complete 60 hours of community service to complete his high school requirements. He has taken a position at an area church. His job duties will include janitorial duties such as setting up and taking down banquet tables and chairs, collecting and taking out the garbage from the church, helping with youth group, setting up items in church for services, and helping the minister with miscellaneous duties.

MODULE 9B: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.1.11. Career Awareness and Preparation**

- E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:
- Commitment
 - Communication
 - Dependability
 - Health/safety
 - Laws and regulations (i.e. Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets)
 - Personal initiative
 - Scheduling/time management
 - Team building
 - Technical literacy
 - Technology

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
 - Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
 - Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

List and explain the styles of leadership used by effective leaders.

Objectives:

- A. Define the three styles of leadership.
- B. Explain the advantages and disadvantages of each leadership style.
- C. Match the appropriate leadership style to a team work situation.

MODULE 9C: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activities at the end.

Introduction

All of the cases below illustrate examples of different types of leaders and leadership styles that one would find in the workplace. Effective leaders match their style of leadership with the right situation. Ineffective leaders are inflexible and do not understand the relationship between leadership style and teamwork.

Cindy decided that the workers under her were not producing enough. She felt they needed some goals, so she spent a few evenings writing some for everyone under her. When she was finished, she handed the goals to the workers and told them they had better meet them or else.

Colin was a boss who tried to have all of his employees like him. He let them make their own decisions - good or bad. He never offered criticism or feedback. He felt it was best that he just stay out of everybody's way.

All the workers knew exactly where they stood with Carmen, the plant manager. She did not like fooling around on the job, and she was hard on people who made careless errors. But she was ready to help when needed, and she always let everyone know exactly what was expected of them. When she had to make

decisions concerning the workers, she asked them to participate and help her.

What is a leader?

Leadership skills are important in the workplace. Leadership skills help everyone work together more successfully to meet objectives. A leader is any person who plans, directs, or guides the activities of others toward a common goal. Such a person is demonstrating leadership skills. By using these skills, a person encourages others to carry out responsibilities and accomplish its goals.

Types of Leaders

The workplace needs good leaders at all levels - not only in top management. Good leaders employ a variety of leadership styles. There are a number of different ways at looking at leadership styles.

One of the most popular is the autocratic /democratic / laissez-faire model. This model sees leadership style in terms of the amount of freedom to make decisions that a leader gives to those he or she is working with.

Autocratic leadership

This style of leadership is task-centered. The most important thing while using an autocratic style of leadership is usually getting a certain task completed. This style of leadership spends less time focusing on explanations and discussions, and more on orders. Sometimes a leader will use an autocratic style to ensure that those he or she is working with realize "they are the boss".

Advantages of an autocratic style include that it gets things done quickly, it can stop a group from making decisions that always affect a minority adversely, it ensures a leader gets listened to (at first), and it can let team members know when their behavior is unacceptable.

Disadvantages are that it can distance team members, it doesn't allow team members to develop by thinking for themselves, and it is often just an "easy option" used instead of spending time working through problems.

Democratic Leadership

This is probably the most commonly used leadership style. Democratic leadership involves working with a group to make sure they make decisions fairly and sensibly. It involves intervention to ensure that everybody has a say and that decisions do get made. The typical image of democratic leadership involves a group sitting in a circle, having a discussion and having a vote.

The advantages of democratic leadership include that everybody gets a say, it transfers power away from the leader to those they are working with, and it gives a feeling of power and control which in turn motivates and develops team members.

The disadvantages include the intervention necessary - which can be the wrong thing to do, and the slightly overused techniques that can turn some team members off.

Laissez-Faire Leadership

The laissez-faire style of leadership can often be used very badly and for that reason often gets a bad name. Laissez-faire is more people than task centered. This leadership style involves leaving a group to make their own decisions - to the extent of not telling them they have to make decisions now. This is the style of a leader who hopes that a group will realize they are doing the wrong thing without telling them.

The advantages of the laissez-faire model are that it can allow a chance to bond in a less formal way, and that leaving team members to make their own decisions can be very successful if they work well together in terms of the ownership and responsibility it gives to team members.

The disadvantages are that often this model leaves team members doing the wrong thing without realizing it, that some individuals can simply dominate, and that if a group disappoints and is reprimanded the effect can be very negative.

When to use each style

Each leadership style is best used at a different time. The autocratic style is the one to use when a group is in danger - as well as at other times. The democratic style can be used very often, almost as a standard leadership style that treats team members as intelligent and responsible. The laissez-faire style is useful at times when it is seen as important to work on people rather than things, and team members are acting maturely enough to be left to their own devices.

Although most leaders tend to use a little bit of each approach depending on the given situation and its need for leadership, the democratic approach should be attempted in most situations. Leadership involves a set of skills that can be learned. Effective leaders are not born; they are made. By examining your own views of leadership, how you respond to the guidance of others, how people interact in groups, and how successful leaders work with people, you can be a more effective leader, and your workplace can be more successful and productive.

By recognizing that leadership is a group function to which all members can contribute, you help to develop a sense of teamwork. Sharing leadership, recognition, satisfaction, and responsibility ensures that all the resources of the team will be used productively.

MODULE 9C: STUDENT ACTIVITIES

TO THE STUDENT: Read and study the information sheet above and complete the following activities.

Activity 1: Define each leadership style and list two advantages and two disadvantages of each leadership style.

1. Define "autocratic leadership":

Advantages: 1.

2.

Disadvantages: 1.

2.

2. Define "democratic leadership":

Advantages: 1.

2.

Disadvantages: 1.

2.

3. Define "laissez faire leadership":

Advantages: 1.

2.

Disadvantages: 1.

2.

4. In what type of situation(s) does the autocratic leadership style work best? Why?

5. In what type of situation(s) does the democratic leadership style work best? Why?

6. In what type of situation(s) does the laissez-faire leadership style work best? Why?

Activity 2: Analyze each team work situation and determine which style of leadership would work best for the situation and explain why.

SITUATION 1:

You are assigned as the team leader of a project to inventory and stock a large shipment of auto parts that just arrived at a large retail store. The tasks involved are fairly simple and requires no special expertise. The other team members are relatively new employees and have never worked on this type of team project.

A. What type of leadership style would be best suited for this team project?

B. Explain (in a complete paragraph) why you chose the leadership style you did for this situation.

SITUATION 2:

You have been assigned as the team leader for a special project to inspect and maintain all of the machinery in your shop. This type of team project is very common at your workplace and occurs several times a year. Your team members have worked on this type of project many times.

A. What type of leadership style would be best suited for this team project?

B. Explain (in a complete paragraph) why you chose the leadership style you did for this situation.

SITUATION 3:

You have been assigned to be the team leader on a specialized work project to design new promotional brochures describing the services of your office. Each team member possesses unique skills critical to the completion of certain phases of the project. Each team member will be required to work on their own in order to complete certain parts of the project. You will coordinate the final product of each member.

A. What type of leadership style would be best suited for this team project?

B. Explain in detail why you chose the leadership style you did for this situation.

MODULE 9C: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- C. Evaluate conflict resolution skills as they relate to the workplace.
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.4.11. Types of Writing

- C. Write persuasive pieces.
 - Include a clearly stated position or opinion.
 - Include convincing, elaborated and properly cited evidence.
 - Develop reader interest.
 - Anticipate and counter reader concerns and arguments.
 - Include a variety of methods to advance the argument or position.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
 - Identify topic, task and audience.
 - Establish and maintain a single point of view.
- F. Edit writing using the conventions of language.
 - Spell all words correctly.
 - Use capital letters correctly.

- Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).
- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).

Student name: _____ Date: _____

Define and describe public relations as a career.

Objectives:

- A. Define public relations.
- B. Describe the types of work public relations people do.

MODULE 9D: INFORMATION SHEET

TO THE STUDENT: Read and study the following information sheet and complete the activities at the end.

What is public relations?

Public relations is a communication career. Public relations people work to let people know about their organization's purpose and needs, to listen to what people think about their organization, and to help their organization establish and maintain a good reputation that is based on good performance.

The Public Relations Society of America, one of the world's largest public relations professional associations, defines public relations in the following way:

Public relations helps an organization and its publics adapt mutually to each other.

Four additional definitions are needed to understand this definition:

1. organization
2. public
3. adapt
4. mutually

Definitions

ORGANIZATION: a group of people which has a common purpose, set of goals, and identity, which is supervised by professional leaders or managers.

Examples of “organizations” include corporations, hospitals, not-for-profits, governments and government offices at all levels (country, state, city, etc.), churches, school systems, semi-pro and professional sports teams, special interest groups, unions, trade associations, professional societies, political parties, places of entertainment (like theatres, opera houses, museums), travel destinations (hotels, cruise lines, cities, etc.), etc.

PUBLIC: Informal unorganized groups of people who have an interest in common, like (use examples popular in your school or area, like vegetarians, diabetics, health enthusiasts, voters, etc.)

All organizations have multiple publics that it affects and/or is affected by: The public relations persons in those organizations develop strategies to reach each of those publics in ways that are meaningful to them (the publics).

Some examples of publics with whom public relations professionals work to develop relationships are the media, community, employees, activist groups, government officials, consumers, similar organizations, and political constituents.

ADAPT: to make fit of suitable by changing or adjusting to new or changes circumstances.

All successful organizations adapt to the constantly changing circumstances they face. If they don't, they will—some sooner and some later—find it hard to continue pursuing their mission.

MUTUAL: Webster's defines mutual as reciprocal, then states: reciprocal implies a return in kind or degree by each of two sides of what is given or demonstrated by the other.

An organization must negotiate with other organizations, groups, and individuals in their environment to establish mutual understanding and make that environment one in which they can all exist together.

One of the main purposes of Public Relations is to open the lines of communication between an organization and its publics so that they can talk, listen to, and negotiate with each other. When they do that, they can learn to

understand each other's needs, ideas, and concerns. They learn how they can work together to make life in the same environment (neighborhood, city, country, world, etc.) better for all of them.

Sometimes that means compromising by each side giving up something that is important to them in order to accommodate the other side. Sometimes that means agreeing to disagree, but to understand and respect each other's side. Sometimes that means coming up with something entirely new that neither side had considered before.

For example: You share a room with a sibling who likes music you hate, and vice-versa. You both have to share the same room until one of you is old enough to move. How do you negotiate so you can live together?

LIAISON: Webster defines liaison as “a person whose function it is to make and maintain a connection, as between persons or groups.

Public Relations as a career

Over 100,000 people make a very good living doing public relations work in America alone. It's a career that is growing rapidly in many countries as a result of the major changes in governments and economies since the 1980's, and the opportunities made possible by new technologies like internet and the web.

Public relations is an exciting and varied communication career that you can tailor to your interests and talents.

Public relations people work for all kinds of organizations from hospitals, schools, government, sports teams, theaters, movie stars, television stations corporations, and not-for-profits like the Red Cross, the United Way, and churches--almost any kind of organization you can imagine!

Their job is:

- To let people know about their organization's purposes and needs.
- To listen to what people think about their organization.
- To build good working relationships with groups of people who affect or are affected by their organization.
- To help their organization establish and maintain a good reputation that is based on good performance.

Some public relations professionals are part of the management team that makes major administrative decisions about how the organization will operate, what it will do, how it will treat the people and groups of people who affect or are affected by it, and how it will act in the environment.

Other public relations professionals are technical experts who plan, organize, and produce a wide variety of materials, videos, web sites, publications, special events, meetings, and other activities designed to help them communicate to and develop relationships with a variety of different groups of people, which they call “publics.”

Public Relations People as Liaisons

Public Relations people both represent the organization’s views and opinions, and bring the views and opinions of others into the organization for discussion there. They are called liaisons.

For example: In the 1980’s, McDonald’s used non-biodegradable containers to keep their larger burgers warm from the window to the customer.

Because of what the non-biodegradable containers did to the environment, environmentalist groups asked McDonalds to stop using them. McDonalds didn’t listen to them at first, so the situation became a crisis.

Environmentalists picketed in front of McDonalds and called for a boycott of their food. The media often covered the events. Environmentalists sent letters to the editor and influenced media coverage in other ways as well.

As a result, McDonalds did finally listen and were willing to change their behavior, and the public relations practitioners were involved in that process of listening and responding.

McDonald’s not only stopped using the non-biodegradable containers and adopted new packaging that was biodegradable, but they became strong advocates for environmental issues as well. The environmentalists stopped publicly criticizing and picketing McDonalds, and McDonalds enhanced their reputation by being recognized as a leader in environmental support. They did this without having to compromise the quality (or quantity sold) of their burgers. Public Relations practitioners helped to tell the public about the good things McDonalds was doing.

This was a win-win-win situation: McDonalds won by adapting and gaining recognition in a new area (environmentalism); the environmentalists won by ending McDonald’s use of non-biodegradable containers; and, most importantly, the environment won because there is less non-biodegradable landfill. McDonald’s and environmentalists can co-exist peacefully in America because both sides were willing to compromise: McDonalds by changing their

containers and environmentalists by not complaining about McDonald's use of the new paper. Some environmentalists are opposed to all waste of natural resources, so even the new paper was a compromise for them.

Other examples

Examples of areas in which you will find public relations practitioners:

- Associations (business, trade, industrial, professional, not-for-profit associations)
- Corporations
- Education (Higher Education, School Districts, Private and Public Schools)
- Environmental Organizations
- Food and Beverage Industry
- Health Industry
- Travel & Tourism Industry
- International Organizations
- Public Affairs & Government
- Technology Industry
- Entertainment Industry
- Religious Institutions

Activity 2

The work of Public Relations Professionals is all around you.

Choose an organization that has an event happening this weekend.

A few examples of these types of events are fundraisers for charities, plays, marathons, fun runs, bazaars, fairs, and open houses.

Read the newspapers, watch the local television news, listen for mention on the radio, look for posters or displays or banners or any mention of that event in your area.

Sometimes they have t-shirts, hats, key chain or other things that promote the event, so look for those as well. Also look for ways you learn about the event from other people—friends talking, announcements at school or church etc,

Keep a record of everything you see or hear about the event in your journal, including things other people say about it after the event, and answer the following questions:

1. How many different ways did you learn about the event?

2. How many of those ways were through the media (radio, television, newspaper, magazines)? In which one of those media did you see the most mentions about the event?

3. How many of those easy were through objects you saw in your area (posters, novelty items, billboards, signs, etc.)? List the three you thought were most effective.

4. How many of those ways were through interpersonal interaction (announcement at school or church, friends talking about it, etc.)? Give two examples of interpersonal interactions in which you learned about the event.

a)

b)

MODULE 9D: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work**13.3.11. Career Retention and Advancement**

- C. Evaluate conflict resolution skills as they relate to the workplace.
- Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)**1.1.11. Learning to Read Independently**

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

1.5.11. Quality of Writing

- A. Write with a sharp, distinct focus.
- Identify topic, task and audience.
 - Establish and maintain a single point of view.
- B. Write using well-developed content appropriate for the topic.
- Gather, determine validity and reliability of, analyze and organize information.
 - Employ the most effective format for purpose and audience.
 - Write fully developed paragraphs that have details and information specific to the topic and relevant to the focus.
- F. Edit writing using the conventions of language.
- Spell all words correctly.
 - Use capital letters correctly.
 - Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses, hyphens, brackets, ellipses).

- Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.
- Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative).