

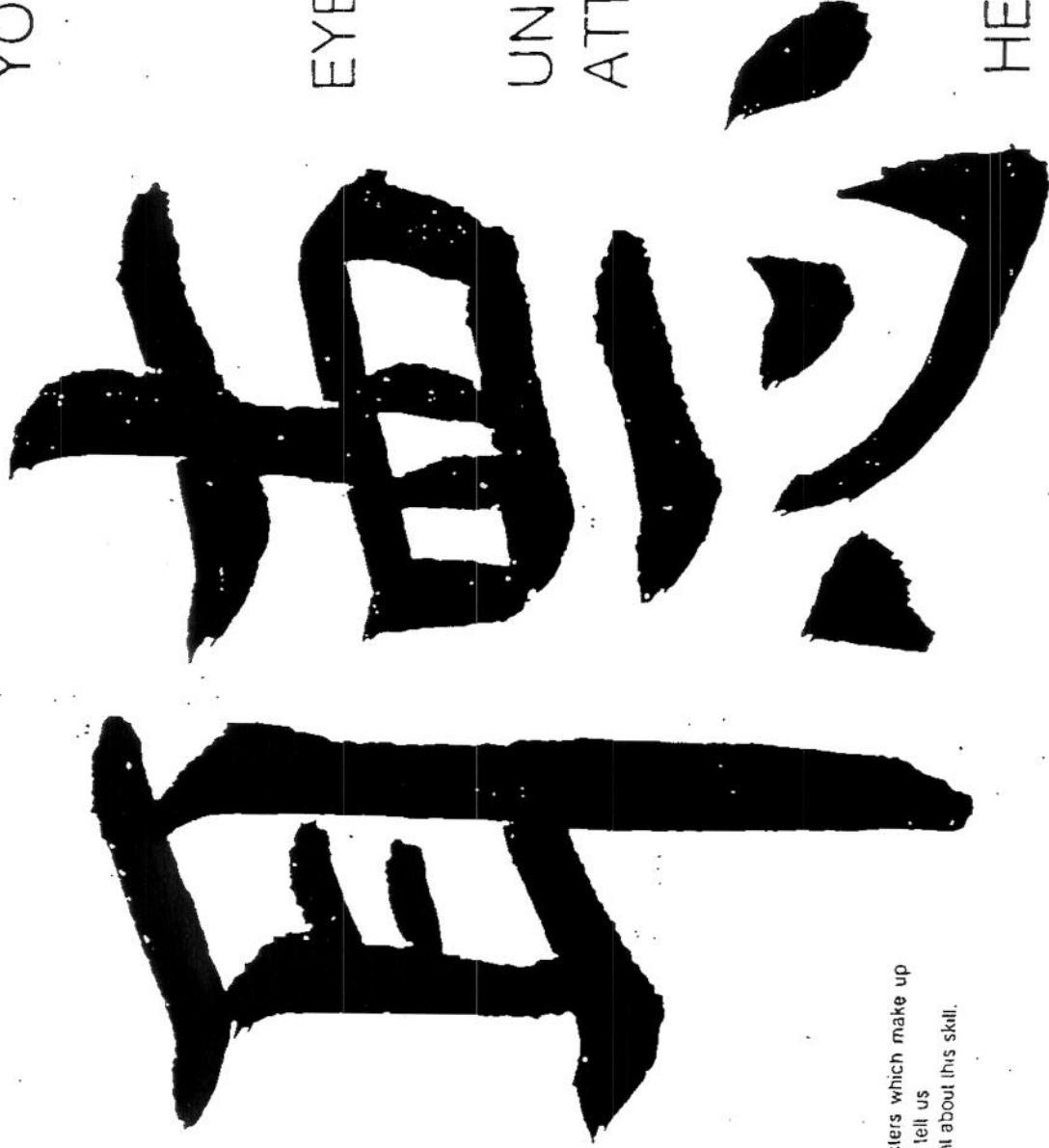
YOU

EYES

UNDIVIDED  
ATTENTION

HEART

EAR



The Chinese characters which make up  
the verb "to listen" tell us  
something significant about this skill.

DRABBLE

BY KEVIN FAGAN



REAL LIFE

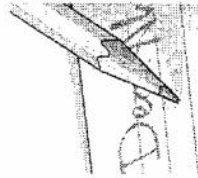
BY LANCE ALDRICH & GARY WISE



FYI: Shut up.

# Nothing 'harmless' about gossip

By Abigail Van Buren



**Dear Abby:** When I was growing up, my mother and the other ladies in our church were extremely polite to each other. However, when one of them wasn't present, the others would talk behind her back. They would compliment a woman to her face, then criticize her as soon as she walked away.

Mother always defended this behavior as a "harmless" pastime. I don't know whether or not it hurt the people who were the butt of gossip, but I know it harmed me and the children who were listening.

Their behavior taught me not to trust anyone — especially people who were nice to my face. Instead, I trusted abusive people because I thought they were being honest. I ended up running with a bad crowd and found myself dating abusive men because I couldn't trust polite guys.

When someone complimented me, I didn't believe it, so I never developed self-confidence. I was afraid people were laughing at me behind my back. I had trouble making friends with other girls because I was afraid to open up and reveal my feelings for fear that whatever I said would become grist for the gossip mill.

After a year of therapy, I have finally found the self-confidence I lacked. My sisters haven't been so lucky. Neither has friends. Both are married to abusive men.

Abby, please inform your readers that there is nothing "harmless" about gossip, especially to children who may overhear it.

—Gaining Trust in Georgia

**Dear Gaining Trust:** Your experience and that of your sisters has stated that fact more strongly than I could have. It brings to mind a piece that has appeared in my column before. Read on:

**Nobody's Friend**  
(Author Unknown)

My name is Gossip. I have no respect for justice.

I main without killing. I break hearts and ruin lives.

I am cunning and malicious and gather strength with age.

The more I am, quoted the more I am believed.

My victims are helpless. They cannot protect themselves against me because I have no name or face.

To track me down is impossible. The harder you try, the more elusive I become. I am nobody's friend.

Once I tarnish a reputation, it is never the same.

I topple governments and wreck marriages.

I ruin careers and cause sleepless nights, heartaches and indigestion.

I make innocent people cry in their pillows. Even my name hisses. I am called Gossip. I make headlines and headaches.

Readers, before you repeat a story, ask yourself: Is it true? Is it harmless? Is it necessary?

If it isn't, don't repeat it.

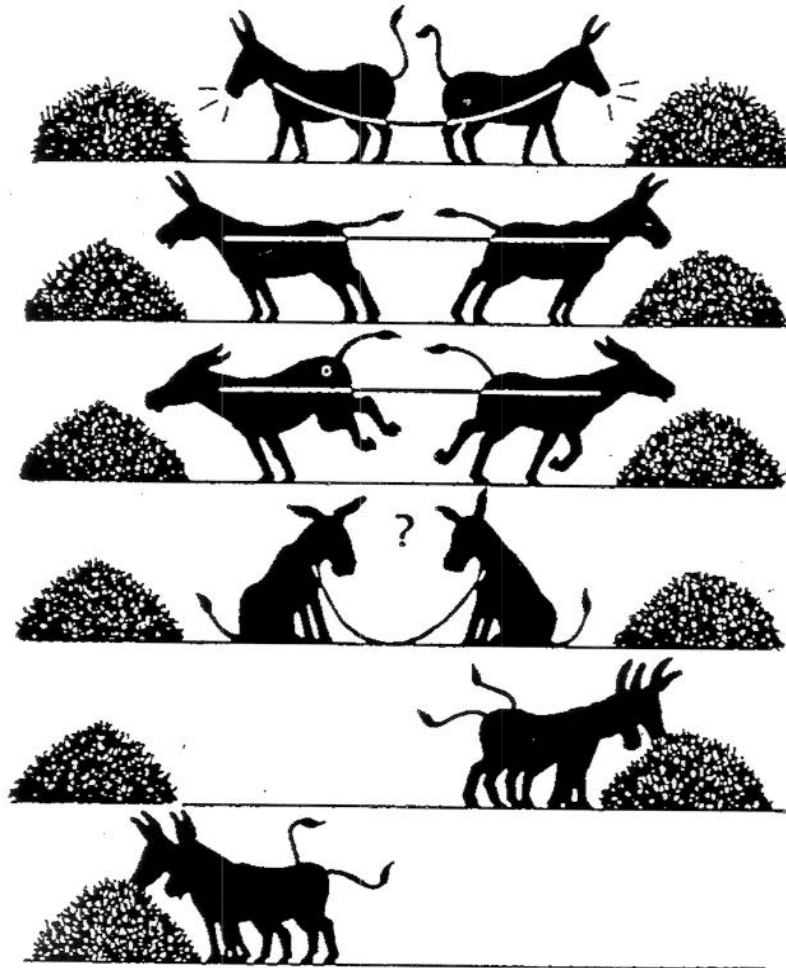
**Dear Abby:** I spent a chunk of money on my daughter's high school graduation announcements and senior pictures. She has yet to receive even one card of congratulations from any of the friends and relatives to whom we mailed announcements. I'm hurt and disappointed.

—Missouri Mom

**Dear Mom:** Your feelings are valid. Your daughter's achievement was praiseworthy and deserved to be acknowledged, if only with a card or congratulatory phone call.

Pauline Phillips and her daughter Jeanne Phillips share the pseudonym Abigail Van Buren. Write Dear Abby at [www.DearAbby.com](http://www.DearAbby.com) or P.O. Box 69440, Los Angeles, CA 90069. For an excellent guide to becoming a better columnist and a more attractive person, order "How to Be Popular." Send a business-size, self-addressed envelope, plus check or money order for \$5 (U.S. funds only) to: Dear Abby Popularity Banket, P.O. Box 447, Mount Morris, IL 61054-0447. (Postage is included.)

## Cooperation



*Note:* This illustration has been reprinted with the kind permission of Quaker Peace and Service, London, England.

NAME \_\_\_\_\_

## COMMUNICATION PRACTICE TEST

You will do each activity twice. Have your scorer use different colored pencils and circle the characteristics that you use. You may not use the same partner more than once.

### COMMUNICATE IN THE STYLE OF A CHILD.

	3	2	1
Child style of communication - Self centered motives. I want, It's mine, Interrupting, whining Not listening, topping Name calling	Student can show the child style of communication with 3-4 of the characteristics.	Student can show the child style of communication with at least 2 of the characteristics.	Student can show the child style of communication with at least 1 of the characteristics.

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

### COMMUNICATE IN THE STYLE OF AN ADULT

	3	2	1
Adult style of communication - Two way communication, taking responsibility for comments and actions, remaining calm, showing respect for other's feelings and opinion, controlling emotions, win-win attitude	Student can show the adult style of communication with 3-4 of the characteristics.	Student can show the adult style of communication with at least 2 of the characteristics.	Student can show the adult style of communication with at least 1 of the characteristics.

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

### SHOW 3 NONVERBAL MESSAGES

	3	2	1
Used body language (eyes, hands, face whole body.)	3 nonverbal messages given _____ _____	2 nonverbal messages given _____ _____	1 nonverbal message given _____

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

### SHOW GOOD LISTENING SKILLS

	3	2	1
Good listening skills. Have an open mind. Use appropriate body language. Don't interrupt. Make eye contact. Concentrate. Summarize what the speaker has said.	Listener was able to show 3-4 of the good listening qualities. (Circle ones shown.)	Listener was able to show 2 of the good listening qualities. (Circle ones shown.)	Listener was able to show 1 of the good listening qualities. (Circle ones shown.)

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

### SENDING "I" MESSAGES

	3	2	1
PARTS OF AN "I" MESSAGE ARE I feel _____ when you _____ because _____.	Speaker included all 3 parts of the "I" message	Speaker included 2 parts of the "I" message.	Speaker used the word I but the rest not correct.

What did the speaker say?

I feel \_\_\_\_\_

when you \_\_\_\_\_

because \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

What did the speaker say?

I feel \_\_\_\_\_

when you \_\_\_\_\_

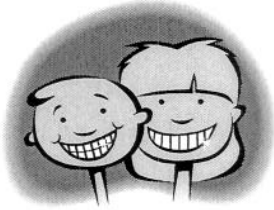
because \_\_\_\_\_

Score given \_\_\_\_\_ Scorer's Signature \_\_\_\_\_

Possible 30 points \_\_\_\_\_

***The real test of your ability to communicate is how you do in real life situations.***

### Styles of Communication



Style	Characteristics
Child Like	
Parent Like	
Adult Like	

The most effective style of communication is:

Name \_\_\_\_\_ Date \_\_\_\_\_ Page # \_\_\_\_\_

## CONVERSATION STYLE WINDOW PANES

Watch the movies and determine whether it is child, parent or adult communication style




## PASSIVE, ASSERTIVE, AGGRESSIVE COMMUNICATION

1. List 3 characteristics of passive communication.

- A.
- B.
- C.

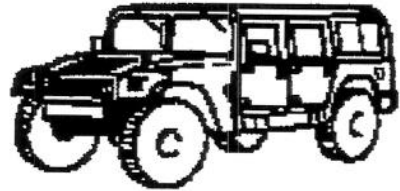
Example:



2. List 3 characteristics of aggressive communication.

- A.
- B.
- C.

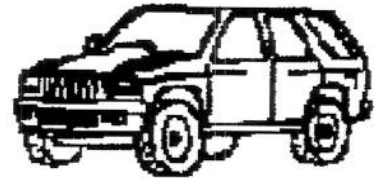
Example:



3. List 3 characteristics of assertive communication.

- A.
- B.
- C.

Example:



4. A friend says "I'd like to see the movie that just came out today." You would rather see a different movie.

A passive answer would be \_\_\_\_\_

An aggressive answer would be: \_\_\_\_\_

An assertive answer would be: \_\_\_\_\_

5. Your mother asks you to clean your bedroom; you want to spend time with friends.

A passive answer would be \_\_\_\_\_

An aggressive answer would be: \_\_\_\_\_

An assertive answer would be: \_\_\_\_\_

6. Tell about a situation you have experienced when assertive communication helped to solve a problem. \_\_\_\_\_  
\_\_\_\_\_

7. Which style best describes the way you normally communicate with others?  
\_\_\_\_\_

Give an example when you have used this type of communication.  
\_\_\_\_\_

## WHAT IS YOUR LOVE LANGUAGE

Do you know each family member's love language? Here is an exercise that you can take about yourself, but also think how other family members would answer the questions. Within each group, rate the sentence 1 to 5 according to what would make you feel most appreciated and loved. The number 5 represents what you most appreciate; number 1, in contrast, is what you least appreciate in each group. No group can have a number repeated twice.

Group one

- \_\_\_\_\_ A. A parent says, "You really did a great job on that. I appreciate it."
- \_\_\_\_\_ B. A parent does something unexpectedly for you that you appreciate
- \_\_\_\_\_ C. A parent brings home a surprise treat from the store
- \_\_\_\_\_ D. A parent invites you to go on a walk just for fun and to talk
- \_\_\_\_\_ E. A parent makes a point to give you a hug before you leave home.

Group two

- \_\_\_\_\_ A. Your parent tells you how much they appreciate you
- \_\_\_\_\_ B. A parent volunteers to type your homework for you so you won't have to.
- \_\_\_\_\_ C. A parent brings home a special treat from the local bakery
- \_\_\_\_\_ D. A parent invites you to sit down and talk about your day.
- \_\_\_\_\_ E. A parent gives you a hug even when you are just passing by room to room.

Group Three

- \_\_\_\_\_ A. A parent during a party shares about the great grades you got in school
- \_\_\_\_\_ B. A parent picks up your room.
- \_\_\_\_\_ C. A parent surprises you with a present you didn't know you were getting.
- \_\_\_\_\_ D. A parent surprises you with a special afternoon trip.
- \_\_\_\_\_ E. A parent puts an arm around your shoulder.

Group Four

- \_\_\_\_\_ A. A parent praises you about one of your special abilities
- \_\_\_\_\_ B. A parent brings you breakfast in bed.
- \_\_\_\_\_ C. A parent surprises you with a book you always wanted.
- \_\_\_\_\_ D. A parent plans a special night out for the two of you
- \_\_\_\_\_ E. A parent will personally drive you to an event instead of you having to go on the old crowded bus with the team

Group Five

- \_\_\_\_\_ A. A parent tells you how much their friends appreciate you.
- \_\_\_\_\_ B. A parent takes the time to fill out the long forms for school that you thought you were going to have to fill out yourself.
- \_\_\_\_\_ C. A parent sends you something special through the mail
- \_\_\_\_\_ D. A parent kidnaps you for lunch and takes you to your favorite restaurant.
- \_\_\_\_\_ E. A parent gives you a pat on the back.

	Encouraging Words	Acts of Service	Gift-Giving	Quality Time	Touch
Group 1	A_____	B_____	C_____	D_____	E_____
Group 2	A_____	B_____	C_____	D_____	E_____
Group 3	A_____	B_____	C_____	D_____	E_____
Group 4	A_____	B_____	C_____	D_____	E_____
Group 5	A_____	B_____	C_____	D_____	E_____
Totals	A_____	B_____	C_____	D_____	E_____

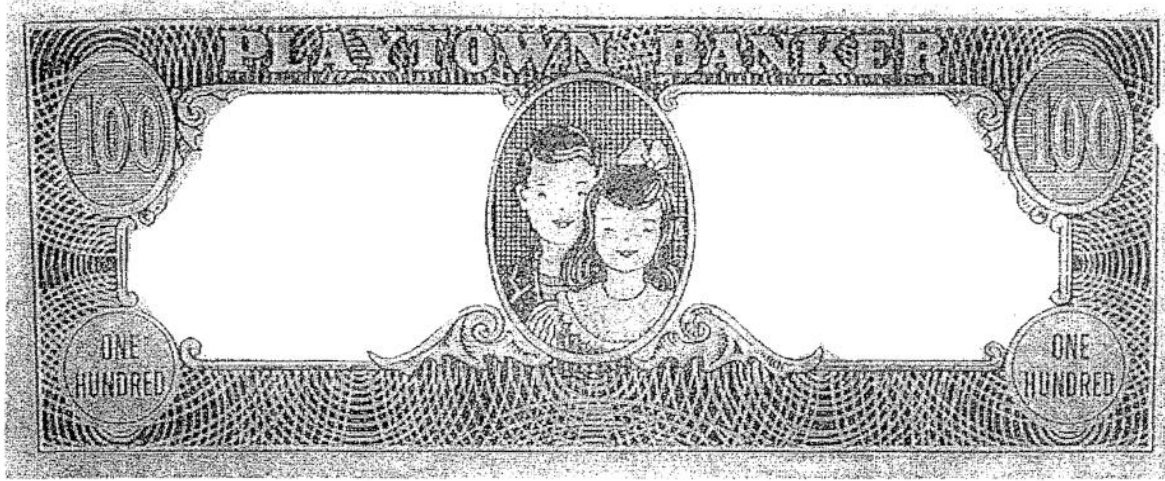
Write down your love languages from the primary to the least of the love languages

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

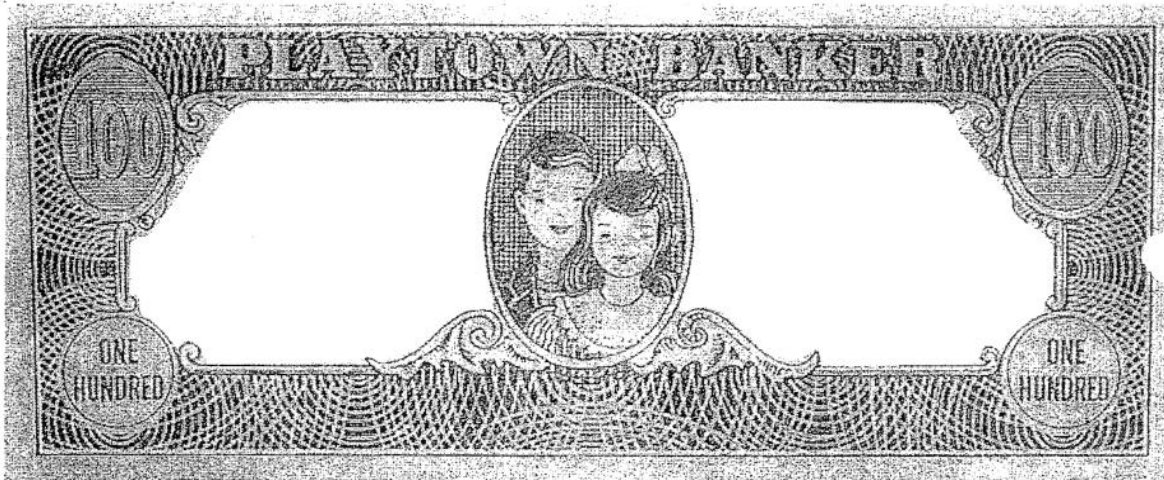
Name \_\_\_\_\_ Date \_\_\_\_\_ Page # \_\_\_\_\_

### LOVE LANGUAGE CURRENCY

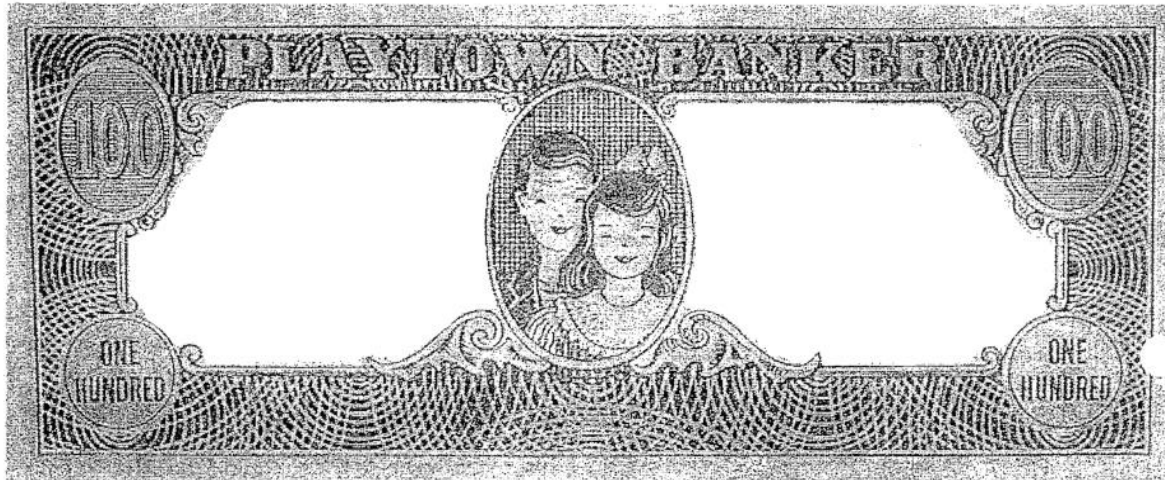
Determine the primary love language of yourself, a family member and a friend.



You \_\_\_\_\_ ↑



Your Family \_\_\_\_\_ ↑



A Friend \_\_\_\_\_ ↑

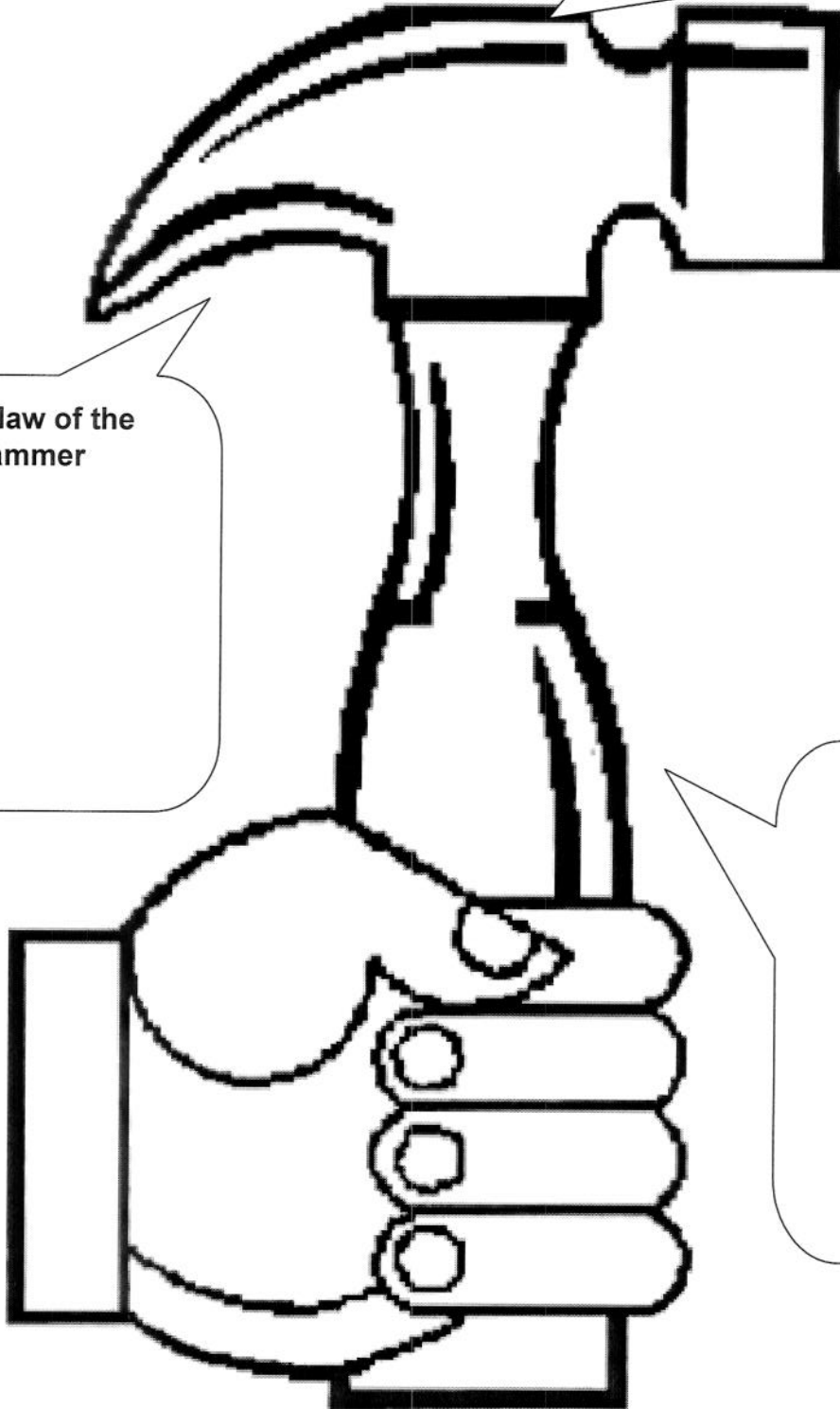
## THE COMMUNICATION HAMMER

The shank of the hammer

The head of the hammer

The claw of the hammer

The handle of the hammer



Name \_\_\_\_\_

Date \_\_\_\_\_

Page # \_\_\_\_\_

## Destructive and Constructive Communication

*Write characteristics of each communication type*

DESTRUCTIVE

CONSTRUCTIVE


NONVERBAL CUMMUNICATION

--

Utah State Office of Education

**SKILL CERTIFICATE PROGRAM**

Payment will be processed through Garfield SD

Name: Granite School District - Attention Bookkeeper

Address: 5715 South 1300 East

City and State:

Zip:

Phone:

**EXPENSES**

Date	Invoice #	Description	Total
4/26/2007		Substitute for Michelle Walker	\$50.00
<b>Total:</b>			

**HOURS WORKED**

Date	Hours Worked	Project	Hourly Rate	Total
<b>Total:</b>				\$0.00

**TRAVEL REIMBURSEMENT**

Date	Destination	Purpose of travel	Meals	Lodging	Miles Traveled	Amount
<b>Total:</b>						\$0.00

Attach receipts for all lodging, and miscellaneous expenses.

Mileage will be calculated at the state rate of \$.32 per mile.

**ACCOUNT INFORMATION**

Act. #	Program	Specialist Signature	Date	Amount	Comments / Explanations:
<input type="checkbox"/>	341 Agriculture				
<input type="checkbox"/>	342 Business				
<input type="checkbox"/>	343 Economics				
<input checked="" type="checkbox"/>	344 Family & Consumer			\$50.00	
<input type="checkbox"/>	345 Health Sciences				
<input type="checkbox"/>	331 Information Technology				
<input type="checkbox"/>	346 Marketing				
<input type="checkbox"/>	347 Technology Education				
<input type="checkbox"/>	348 Trade & Industry				
<input type="checkbox"/>	349 Testing/General				

I hereby certify that all items of expenses included in this statement were incurred in the discharge of authorized, official business, that the amounts are correct and proper charges.

Signature

Date:

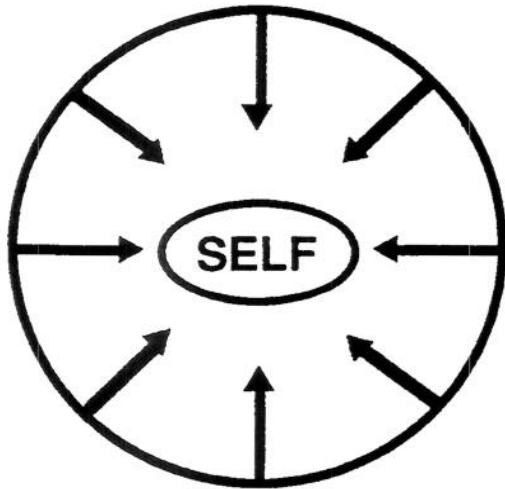
To be completed by USOE Only

Program Administrator

Date:

Social Security Number:

## INTRA AND INTERPERSONAL COMMUNICATION SKILLS



### INTRAPERSONAL SKILLS

*What is Intrapersonal communication*

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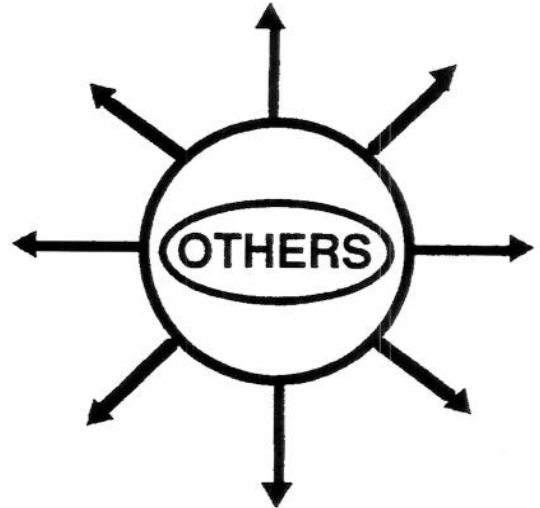
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*An example of intrapersonal  
Communication skills.*

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### INTERPERSONAL SKILLS

*What is interpersonal communication?*

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*An example of interpersonal  
Communication skills.*

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### **ANTS - Automatic Negative Thoughts**

*ANTS are complaining thoughts that just seem to keep coming all by themselves.*

*ANTS can cause people to be negative and depressed.*

*Some ANTS include: I always do it wrong. I know bad things will happen to me.*

*Thinking you know what others are thinking. Blaming others.*

*Intrapersonal skills include being aware of your ANTS and fighting against them.*

What can you say to yourself when ANTS show up in your thoughts?

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