

## THE COOKIE CRUMBLES

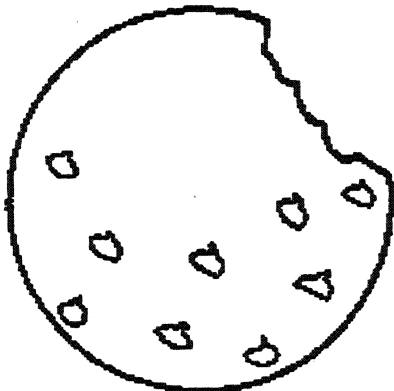
A friend of mine, returning to South Africa from a long stay in Europe, found herself with some time to spare at London's Heathrow Airport. Buying a cup of coffee and a small package of cookies, she staggered, laden with luggage, to an unoccupied table.

She was reading the morning paper when she became aware of someone rustling at her table. From behind her paper, she was flabbergasted to see a neatly dressed young man helping himself to her cookies. She did not want to make a scene, so she leaned across and took a cookie for herself. A minute or so passed and there was more rustling. He was helping himself to another cookie.

By the time they were down to the last cookie in the package, she was very angry, but still could not bring herself to communicate her feelings. Then the young man broke the remaining cookie in two, pushed half across to her, ate the other half and left.

Some time later, when the public address system called for her to present her ticket, she was still fuming. Imagine her embarrassment when she opened her handbag, and was confronted by her package of cookies. She had been eating his!

Greyling, D. "The Way The Cookie Crumbles", Reader's Digest ,1980, p.21.



**TEACHER BACKGROUND INFORMATION  
CHILD, PARENT, ADULT COMMUNICATION STYLES  
(TRANSACTIONAL ANALYSIS)**

**Child**

This style of communication is the easiest and most natural to use. It is also very immature and the least effective method of communication when you are an adult. It is characterized by:

Self centered motives

Giving orders:	"I want...", "It's mine", "You do this for me"
Not listening:	Doesn't listen to anyone/doesn't want to
Topping:	"You got a B+? Well, I got an A+"
Throwing tantrums:	Hitting, biting, scratching, kicking
Whining:	"That's not fair", "Why can't I...?"
Name calling:	"You're such a pig", "Dummy", "Idiot"
Yelling:	Raising your voice to get control
Verbal Abuse:	"Why did you do that? That's stupid", "You're so dumb",
Interrupting:	Start talking before someone else finishes
Acting out of control:	Physically unable to control oneself

To communicate in this form, you do not need to be a child. Many teens and adults revert back to these childish communication habits when they are frustrated or upset.

**Parent**

This style of communication has nothing to do with age or being the mother or father. In fact, two-year-olds are very good at this. It is the mode of communication that directs others' behaviors. It is effective in that you usually get someone to comply or act a certain way, but it is a one-way or dictatorial communication. It is characterized by:

Giving instructions  
Directing  
Punishing  
Demanding  
Ordering

Examples of a child using the parent form of communication might be: "Mom, get me a cookie." A teenager would use it like: "Go get my book out of my locker," or "Lend me a dollar."

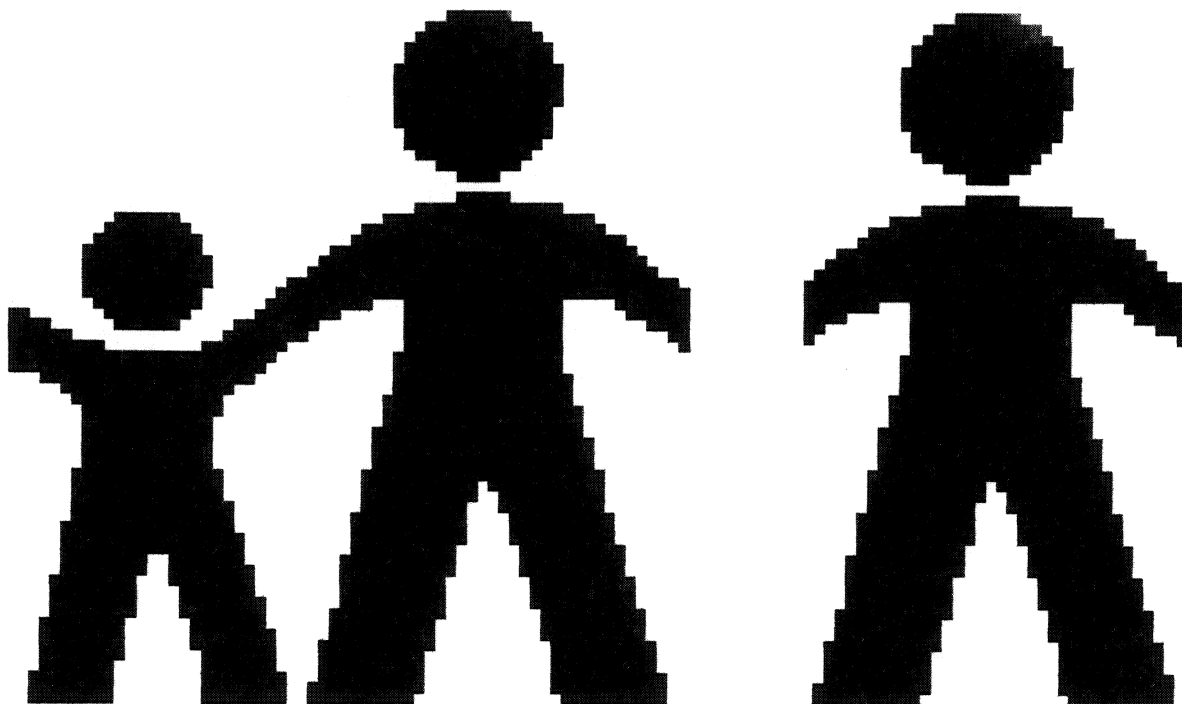
**TEACHER BACKGROUND INFORMATION**  
**CHILD, PARENT, ADULT COMMUNICATION STYLES - CONT'D**  
**(TRANSACTIONAL ANALYSIS)**

This style of communication gets the point across and affects the behavior of others. It is commonly used to deal with someone who is communicating as a child. Teens want to be treated as adults, but when they resort to child-like communication techniques (e.g., whining, temper outbursts, etc.), others around them resort to using parent techniques.

**Adult**

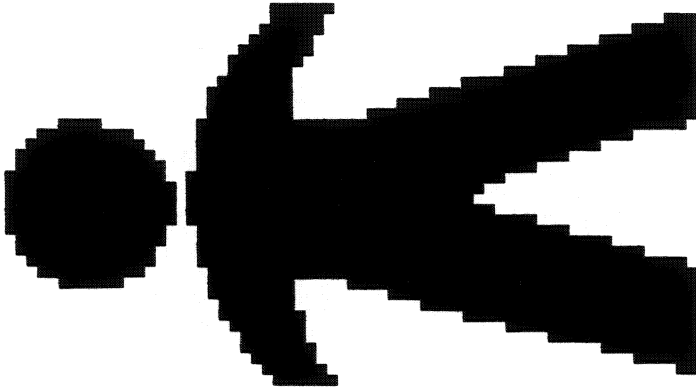
This style of communication is the highest level and is the most desirable and effective. It is characterized by:

The desire for open, two-way communication  
Taking responsibility for comments and actions  
Remaining calm  
Showing respect for others' feelings and opinions  
Wanting to resolve problems with a win-win attitude  
Having trust in others  
Controlling emotions while discussing



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**CHILD, PARENT, ADULT COMMUNICATION STYLES  
(TRANSACTIONAL ANALYSIS)**



**ADULT-LIKE COMMUNICATION**

**CHARACTERIZED BY:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**PARENT-LIKE COMMUNICATION**

**CHARACTERIZED BY:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**CHILD-LIKE COMMUNICATION**

**CHARACTERIZED BY:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THE MOST EFFECTIVE STYLE OF COMMUNICATION IS: \_\_\_\_\_**



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**MY COMMUNICATION LOG  
PARENT-CHILD-ADULT COMMUNICATION**

**Directions:** Keep a record of your communication with other people. Determine the style of communication you used, and rank its effectiveness (3 = most effective, 1 = least effective).

	<b>TO WHOM I COMMUNICATED</b>	<b>MY STYLE OF COMMUNICATION</b>	<b>WAS IT EFFECTIVE? (RANK FROM 1 TO 3)</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
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15.	_____	_____	_____
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17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**PRESCHOOL CHILDREN OBSERVATION  
CHILD, PARENT, ADULT COMMUNICATION**

**Directions:** Observe some pre-school age children at play and record their style of communication with other people. Rank its effectiveness (3 = most effective, 1 = least effective).

	<b>TO WHOM DID THEY COMMUNICATE?</b>	<b>STYLE OF COMMUNICATION</b>	<b>WAS IT EFFECTIVE? (RANK FROM 1 TO 3)</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
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17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____

**THERE'S A HOLE IN THE BUCKET, DEAR HENRY**

FETCH ME SOME WATER, DEAR HENRY, DEAR HENRY,  
OH FETCH ME SOME WATER, DEAR HENRY, SOME WATER.

WITH WHAT SHALL I FETCH IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I FETCH IT, DEAR LIZA, WITH WHAT?

WITH THE BUCKET, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
WITH THE BUCKET, DEAR HENRY, DEAR HENRY, THE BUCKET.

THERE'S A HOLE IN THE BUCKET, DEAR LIZA, DEAR LIZA,  
THERE'S A HOLE IN THE BUCKET, DEAR LIZA, A HOLE.

THEN FIX IT, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
THEN FIX IT, DEAR HENRY, DEAR HENRY, FIX IT.

WITH WHAT SHALL I FIX IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I FIX IT, DEAR LIZA, WITH WHAT?

WITH A STRAW, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
WITH A STRAW, DEAR HENRY, DEAR HENRY, A STRAW.

THE STRAW IS TOO LONG, DEAR LIZA, DEAR LIZA,  
THE STRAW IS TOO LONG, DEAR LIZA, TOO LONG.

THEN CUT IT, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
THEN CUT IT, DEAR HENRY, DEAR HENRY, CUT IT.

WITH WHAT SHALL I CUT IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I CUT IT, DEAR LIZA, WITH WHAT?

WITH AN AX, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
WITH AN AX, DEAR HENRY, DEAR HENRY, AN AX.

THE AX IS TOO DULL, DEAR LIZA, DEAR LIZA,  
THE AX IS TOO DULL, DEAR LIZA, DEAR LIZA, TOO DULL.

THEN SHARPEN IT, DEAR HENRY, DEAR HENRY,  
THEN SHARPEN IT, DEAR HENRY, DEAR HENRY, HONE IT!

(OVER)

**THERE'S A HOLE IN THE BUCKET, DEAR HENRY - CONT'D**

WITH WHAT SHALL I SHARPEN IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I SHARPEN IT, DEAR LIZA, WITH WHAT?

A STONE, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
A STONE, DEAR HENRY, DEAR HENRY, A STONE.

THE STONE IS TOO DRY, DEAR LIZA, DEAR LIZA,  
THE STONE IS TOO DRY, DEAR LIZA, TOO DRY.

THEN WET IT, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
THEN WET IT, DEAR HENRY, DEAR HENRY, WET IT.

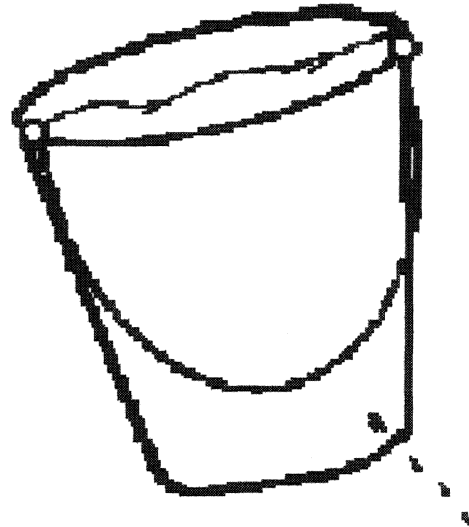
WITH WHAT SHALL I WET IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I WET IT, DEAR LIZA, WITH WHAT?

TRY WATER, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
TRY WATER, DEAR HENRY, DEAR HENRY, TRY WATER.

WITH WHAT SHALL I FETCH IT, DEAR LIZA, DEAR LIZA,  
WITH WHAT SHALL I FETCH IT, DEAR LIZA, WITH WHAT.

WITH THE BUCKET, DEAR HENRY, DEAR HENRY, DEAR HENRY,  
WITH THE BUCKET, DEAR HENRY, DEAR HENRY, THE BUCKET.

THERE'S A HOLE IN THE BUCKET, DEAR LIZA, DEAR LIZA,  
THERE'S A HOLE IN THE BUCKET, DEAR LIZA, A HOLE.



## TEACHER BACKGROUND INFORMATION COMMUNICATION TECHNIQUES

Constructive communication contributes to a meaningful exchange of ideas and/or leads to understanding. Examples are:

Giving positive or encouraging messages builds up people and encourages them to talk openly about their feelings.

Asking questions draws people into conversations and lets them know you value them and their ideas.

Sending clear concise messages gets to the point quickly and easily.

Being honest and open with people is the best way. Telling lies may get you out of a spot for the moment, but in the long run it may come back to haunt you.

Keeping the confidences of another person is a way to build trust and friendships.

Speaking with respect keeps the other person's feelings in mind.

Using tact communicates something difficult without offending or hurting.

Being a good listener is very important. You don't always have to be the one doing the talking; try listening more--and you'll learn about others.

Destructive communication is "talk that hurts". Some messages discourage rather than encourage helpful or constructive communication.

Insults, harassing, teasing are messages you may send that encourage people to be rude to you. It's not a good idea to encourage others to say mean things to you.

Gossip, lies, blaming and accusing show signs of insecurity and are types of communication that can hurt or even destroy friendships.

"You" messages shut off communication by belittling the other person.

These messages are a type of verbal abuse. If a person hears the same "you" statement often enough, they tend to believe it is true.

Examples of "you" messages are: "You are so rude." "You are always late.", etc.

Sexual harassment is a current issue and one we need to be aware of. Any comment that belittles, offends, or teases another by gender insinuation, slander, or other means should be avoided. In the work place offenders can be fired, sued, or reprimanded. Employers may also be sued for allowing harassment to continue on the job.

## TEACHER BACKGROUND INFORMATION COMMUNICATION TECHNIQUES - CONT'D

Threatening stops communication and puts up barriers. It is "controlling language" that shows no respect or caring for others. Threats can lead to legal action if severe enough.

Sarcasm is when the person speaking says one message, but nonverbal expressions and the tone of voice send another message. For example, the comment, "He is real good looking", said with a certain tone of voice can mean just the opposite. Sarcasm can be very hurtful and lower another person's self-esteem. We need to be aware that a little sarcasm or teasing goes a long way. Most people can take a joke, but if it is repeated over and over, it may become a sore spot and destroy a relationship.

Interrupting or dominating the conversation are both impolite. You send the message that what another person has to say is not very important. People tolerate this rude behavior for awhile, but then get irritated and choose not to be around that kind of person.

Swearing is not appropriate language and is offensive to many people. It is not appropriate in schools or the work place. It can cause a negative first impression that you may not be able to overcome.

Non-verbal communication is the way you express yourself through movements, posture, facial expressions. It is possible to send one message with your words and another with your body language.

People who must give the impression that they are always right or try to hurt another's feelings, are usually insecure or have low self-esteem. They build themselves up by tearing others down. Your self-esteem should not be injured by the thoughtless comments of others.

**CONSTRUCTIVE COMMUNICATION TECHNIQUES**  
(to cut apart for student groups)

**Giving positive or encouraging messages**

**Asking questions**

**Sending clear, concise messages**

**Being honest and open**

**Keeping the confidences**

**Speaking with respect**

**Using tact**

**Being a good listener**

**DESTRUCTIVE COMMUNICATION TECHNIQUES**  
(to cut apart for student groups)

**Insults, harassing, teasing**

**Gossip, lies, blaming and accusing**

**"You" messages**

**Sexual harassment**

**Threatening**

**Sarcasm**

**Interrupting or dominating the conversation**

**Swearing**



**CONSTRUCTIVE COMMUNICATION TECHNIQUES**  
(to cut apart for student groups)

**Giving Positive or encouraging messages**

**Asking questions**

**Sending clear, concise messages**

**Being honest and open**

**Keeping the confidences**

**Speaking with respect**

**Using tact**

**Being a good listener**

## **DESTRUCTIVE COMMUNICATION TECHNIQUES**

**(to cut apart for student groups)**

**Insults, harassing, teasing**

**Gossip, lies, blaming and accusing**

**You messages**

**Sexual harassment**

**Threatening**

**Sarcasm**

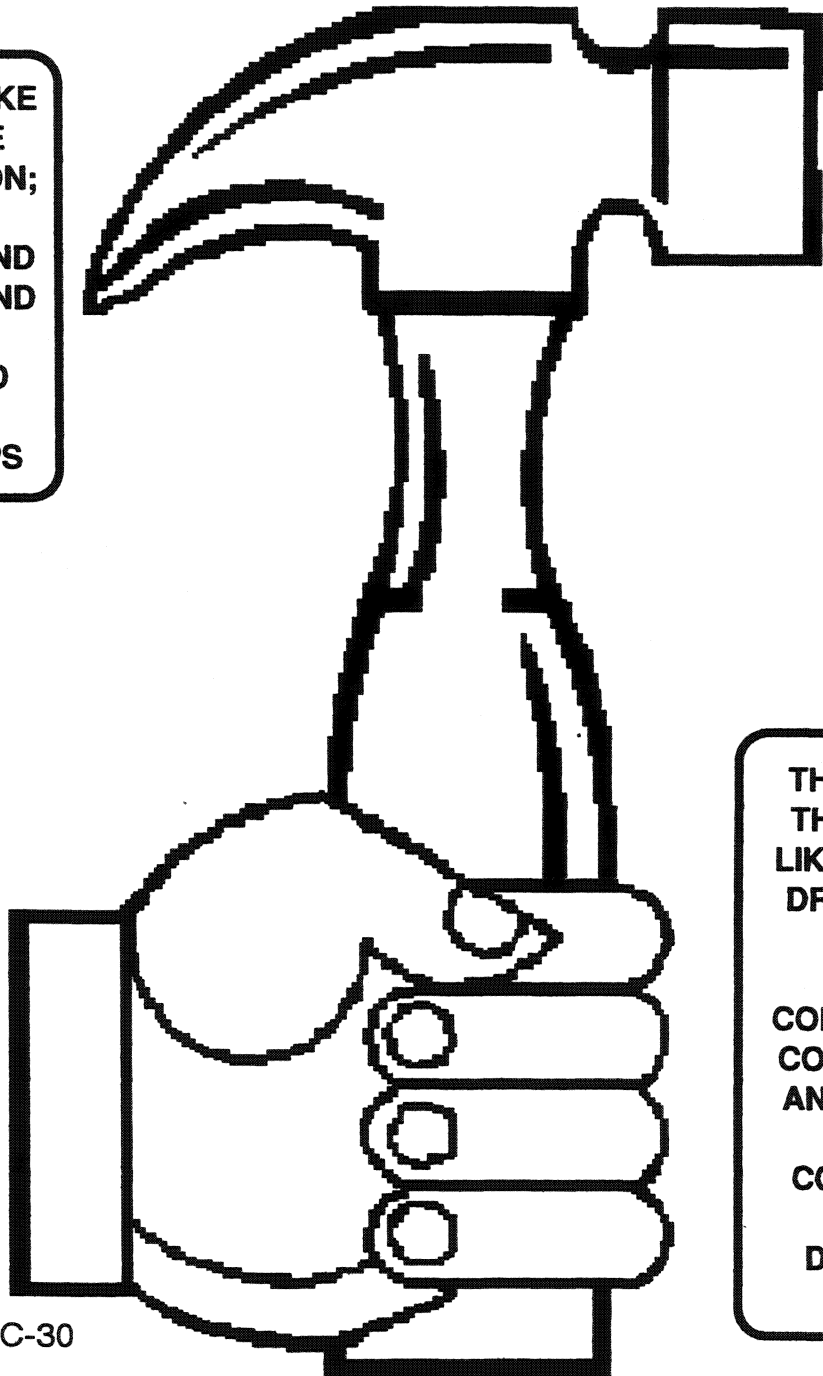
**Interrupting or dominating the conversation**

**Swearing**

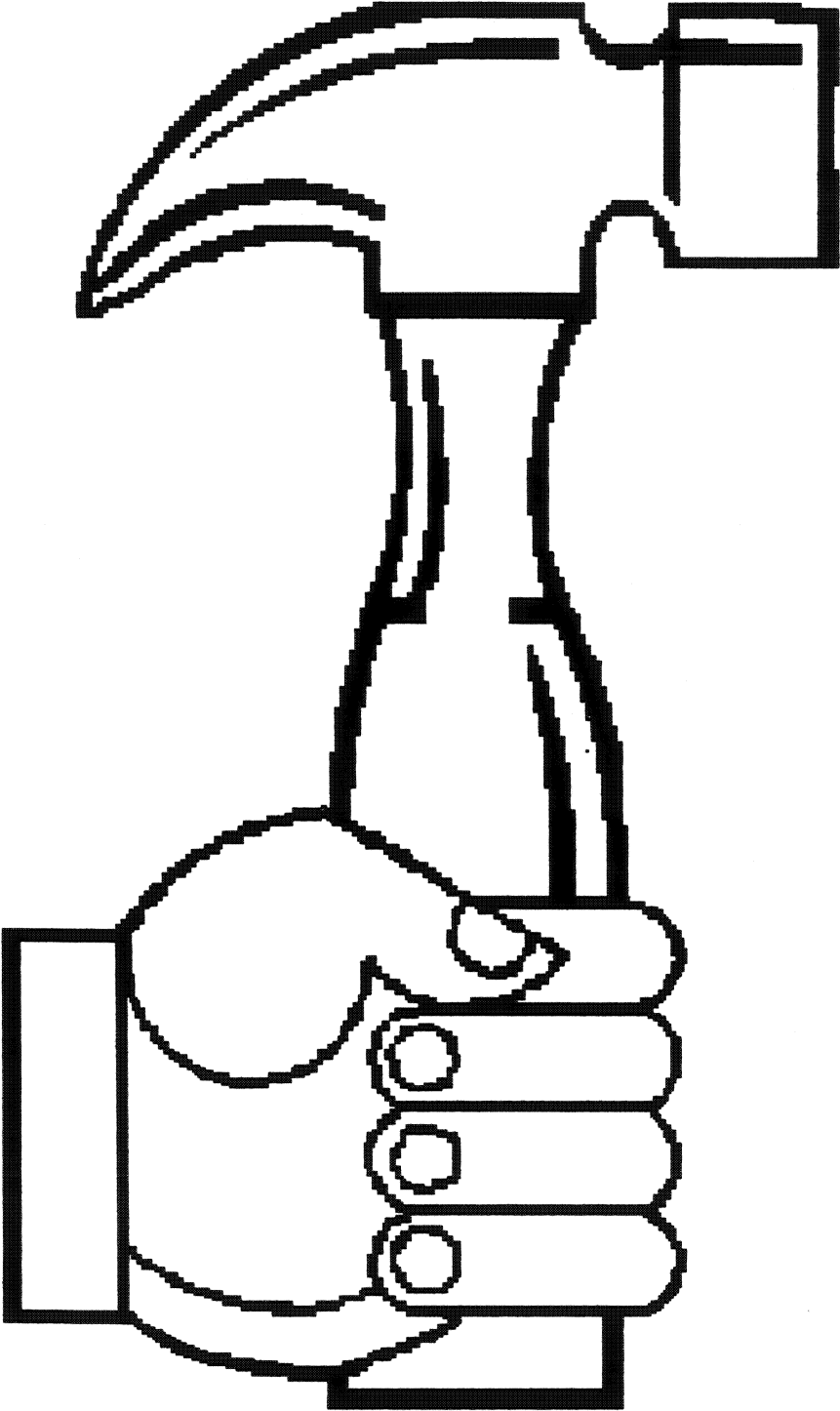
**THE SHANK IS LIKE  
NON-VERBAL  
COMMUNICATION;  
  
IT IS STRONG AND  
CAN BE USED TO  
SUPPORT  
CONSTRUCTION OR  
DESTRUCTION**

**THE HEAD IS LIKE  
CONSTRUCTIVE  
COMMUNICATION;  
  
IT IS SMOOTH  
AND ROUNDED  
AND IS USED TO  
BUILD AND HELP  
PUT THINGS  
TOGETHER**

**THE CLAW IS LIKE  
DESTRUCTIVE  
COMMUNICATION;  
  
IT IS SHARP AND  
DANGEROUS AND  
IS USED TO  
DESTROY AND  
TEAR DOWN  
RELATIONSHIPS**



**THE HANDLE OF  
THE HAMMER IS  
LIKE US--IT IS THE  
DRIVING FORCE;  
  
WE ARE IN  
CONTROL OF OUR  
COMMUNICATION  
AND CHOOSE TO  
USE IT IN A  
CONSTRUCTIVE  
OR  
DESTRUCTIVE  
MANNER.**



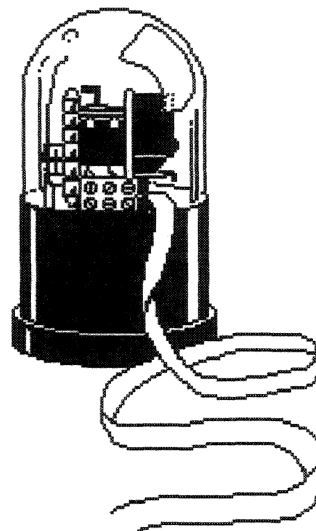
## T-O-R-T-U-R-E

Jeremiah Denton was a ranking U.S. prisoner of war in Vietnam. During that time, the government of North Vietnam released a video of some prisoners and Denton was one of them. The prisoners were giving their "confessions" saying, "I've been treated fairly," "They aren't doing anything wrong to me," "I wish we Americans weren't in this war," and other anti-American things.

All the while Denton was speaking on the tape, he was blinking his eyes. A CIA agent watching that film clip noticed the blinking and studied reruns of the tape. He realized that Denton was blinking out the word "torture" in Morse Code the whole time he was "confessing".

Some might think that Denton compromised his own integrity by even "confessing", but Denton saw a solution to what some might believe to be an inescapable dilemma. By using body language, blinking his eyes, he gave the real message even though his verbal words were sending a false message.

This supports how powerful he knew body language to be. He put his life at risk to send the correct message. If his captors had caught on, they might have killed him.



**TEACHER BACKGROUND INFORMATION  
NONVERBAL COMMUNICATION CLUES****Shaking Hands...**

- If the hand is limp, the person may be ill at ease or doesn't like to be touched
- A firm handshake indicates the person has confidence
- Politicians shake hands with both hands; they grasp the person's hand with their right hand and cup it with their left hand

**Defensiveness...**

- Arms crossed on chest; can also be a sign of disagreement
- Closed fists; can also be a sign of nervousness
- Sitting with a leg over the arm of a chair; can also be a sign of indifference
- Crossed legs; moving of the crossed leg in a slight kicking motion signifies boredom or impatience

**Openness...**

- Open hands with palms upward
- Men who are open or friendly and feel agreement is near will unbutton their coat and take it off
- Arms and legs not crossed

**Frustration...**

- Taking short breaths and expelling air through the nostrils
- Tsk , the sound usually made to communicate disgust
- Tightly clenched hands
- Wringing hands
- Kicking the ground or an imaginary object

**Evaluation...**

- Hand-to-cheek gestures; an interested person's body leans forward, head slightly tilted, supported by one hand
- A critical evaluation is given with the hand brought to the face, the chin is in the palm, the index finger is extended along the cheek, and the remaining fingers are positioned below the mouth
- A tilted head is a definite sign of interest
- The body leaning forward is a sign of interest
- Stroking a chin indicates a thinking or evaluation process

**Suspicion and Secretiveness...**

- Left-handed gestures
- A person who won't look at you is likely concealing something
- Touching or rubbing the nose, usually with the index finger, is a sign of doubt or non truth on the part of the speaker
- Rubbing behind or beside the ear with the index finger when weighing an answer indicates doubt

**Honesty...**

- Hand over heart
- Palms uplifted
- Looking the person in the eye when speaking
- Touching gesture

**TEACHER BACKGROUND INFORMATION  
NONVERBAL COMMUNICATION CLUES - CONT'D****Confidence...**

- Steepling (hands or arms brought together to form a church steeple)
- Hands joined together behind the body
- Feet up on the desk
- Elevating oneself
- Leaning back in a seated position with both hands supporting head

**Boredom...**

- Drumming on table
- Tapping with feet
- Head in hand
- Doodling
- Swinging of crossed feet

**Courtship--Men...**

- Pulling up socks
- Holding eyes longer than is necessary
- Accidental contact with girl by man
- Arranging tie or shirt sleeves
- Hands in front of pants with thumbs locked inside belt
- Unbuttoning jacket or taking it off
- Fiddling with something
- Glancing at girl's body and letting her see the glance
- Moving in closer to the person

**Nervousness...**

- Clearing throat
- "Whew" sound
- Whistling
- Smoking cigarettes
- Fidgeting in a chair
- Tugging at pants while sitting
- Jingling money in pockets
- Tugging at ear
- Clenched fist
- Wringing of the hands
- Playing with pencils, notebooks, or eyeglasses in mouth
- Touching yourself while speaking to others

**Courtship--Women...**

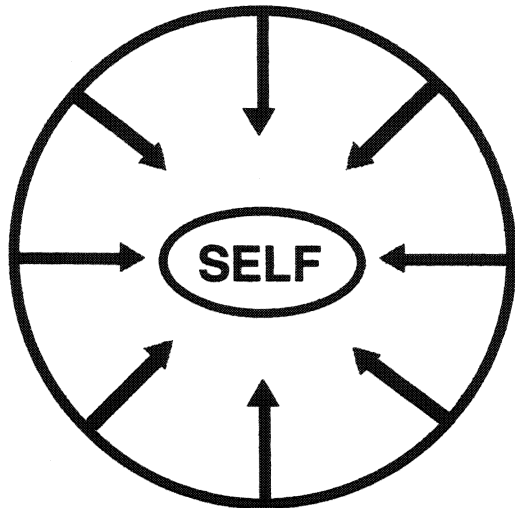
- Dangling her shoe at the tip of her foot
- Holding part of her body (thigh, hip, calf) in the presence of a gentleman
- Pushing her hair back behind the ear
- Licking her lips
- Slowly crossing and uncrossing legs
- Aroma (using perfume to attract men)
- Sitting on one leg
- Tense muscles
- Smoothing her dress

from Jan Hargrave, P. O. Box 460065,  
Houston, TX 77056-8065

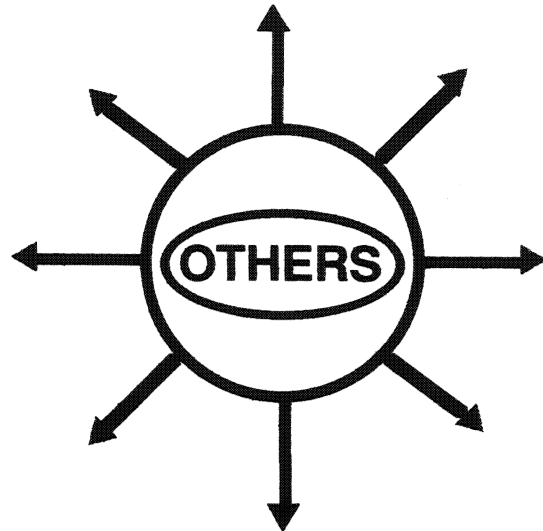
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### INTRA AND INTERPERSONAL COMMUNICATION SKILLS

**Directions:** Fill in the blanks from the information provided.



**INTRAPERSONAL SKILLS**



**INTERPERSONAL SKILLS**

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Examples of intrapersonal communication skills are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Examples of interpersonal communication skills are:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reasons we need to have effective intra and interpersonal communication skills:

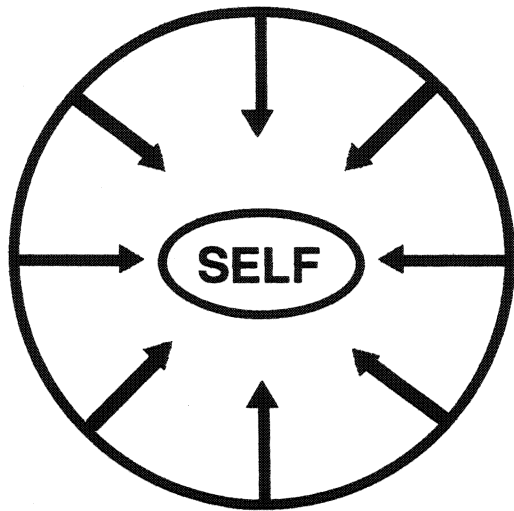
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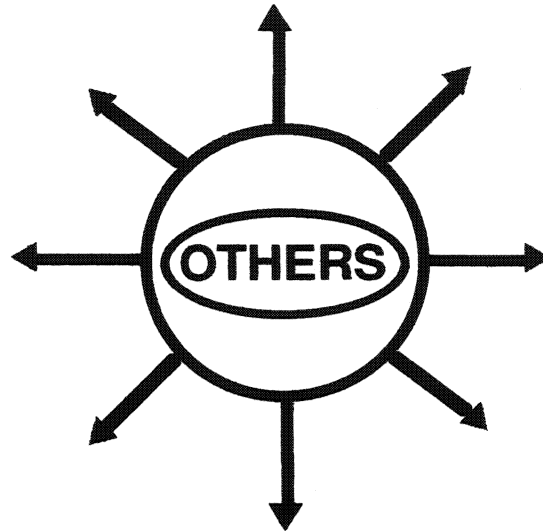
Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**INTRA AND INTERPERSONAL COMMUNICATION SKILLS - TEACHER KEY**

**Directions:** Fill in the blanks from the information provided.



**INTRAPERSONAL SKILLS**



**INTERPERSONAL SKILLS**

Definition: \_\_\_\_\_  
Those used to communicate  
with oneself

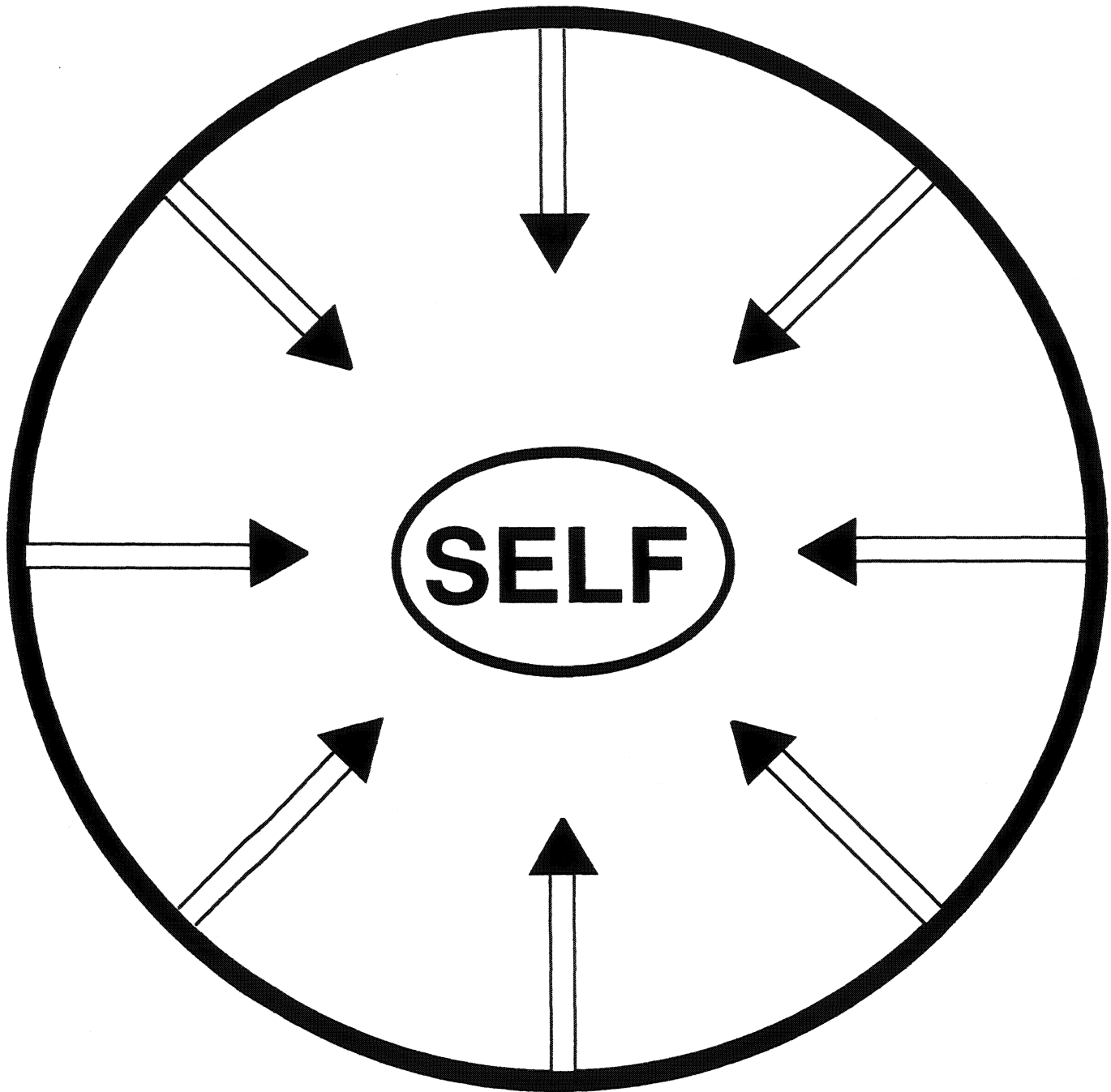
Definition: \_\_\_\_\_  
Those used to communicate  
with others

Examples of intrapersonal communication skills are:  
self-control  
self-discipline  
self-talk  
accepting responsibilities

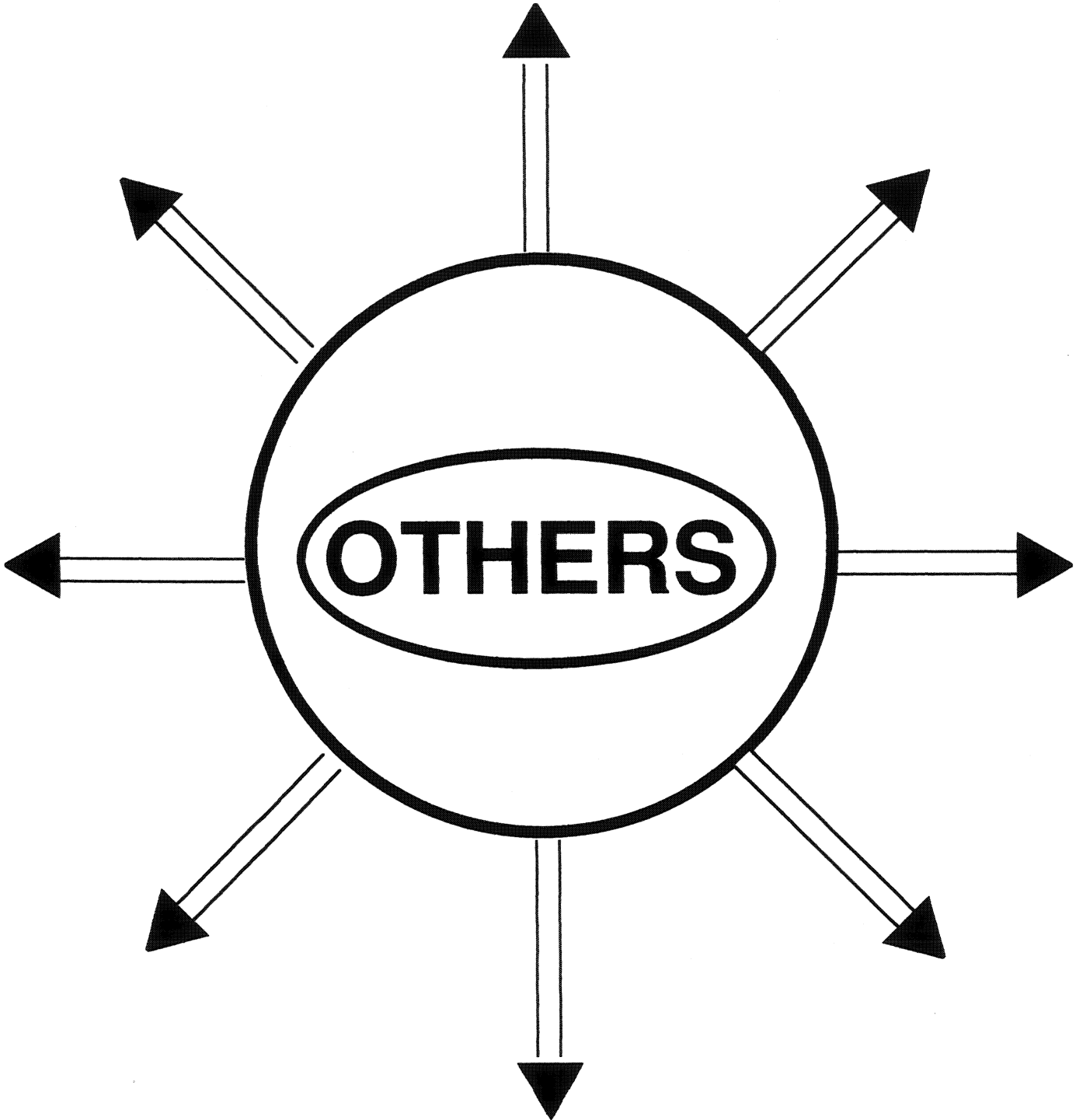
Examples of interpersonal communication skills are:  
listening  
talking  
problem-solving  
understanding

Reasons we need to have effective intra and interpersonal communication skills:  
they help us to understand our own behavior  
they help us cope with circumstances of life  
they help us control situation we find ourselves in

**INTRAPERSONAL COMMUNICATION SKILLS**



**INTERPERSONAL COMMUNICATION SKILLS**



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**MY PERSONAL CONSTRUCTIVE COMMUNICATION EXPERIENCES**

**Directions:** Keep a record of your own constructive communication experiences for a few days, noting with whom you communicated, what techniques you used, and the response you received.

	<b>TO WHOM I COMMUNICATED</b>	<b>CONSTRUCTIVE TECHNIQUE USED</b>	<b>TYPE OF RESPONSE RECEIVED</b>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
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16.	_____	_____	_____
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18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____

**TEACHER BACKGROUND INFORMATION  
BOYS TOWN SCHOOL SOCIAL SKILLS - PAGE 1**

**How to Accept a Compliment...**

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Do not put down the compliment.
5. Thank the person.

**How to Accept Criticism...**

1. Look at the person.
2. Say OK.
3. No arguing.

**How to Accept No for an Answer...**

1. Look at the person.
2. Say OK.
3. No arguing, whining, or pouting.
4. If you don't understand why, ask calmly for a reason.
5. If you disagree or have a complaint, bring it up later.

**How to Apologize...**

1. Look at the person.
2. Use a pleasant voice tone.
3. Make a specific statement of remorse.
4. State a plan for future appropriate behavior.
5. Ask the person to accept the apology.

**How to Disagree Appropriately...**

1. Look at the person.
2. Use a pleasant voice tone.
3. Make an empathy/concern statement.
4. State disagreement specifically.
5. Give a rationale.
6. Say Thank You.

**How to Engage in a Conversation...**

1. Look at the person.
2. Use a pleasant voice tone.
3. Ask the person questions.
4. Don't interrupt.
5. Follow-up answers with a comment without changing the subject.

**How to Follow Instructions...**

1. Look at the person.
2. Say OK.
3. Do task immediately.
4. (Check back.)

**How to Get the Teacher's Attention...**

1. Look at the person.
2. Raise your hand.
3. Wait for acknowledgement.
4. After acknowledgement, ask question in a quiet voice tone.

**How to Give a Compliment...**

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a positive praise statement.

**How to Give Negative Feedback...**

1. Look at the person.
2. Use a calm voice tone.
3. Make a positive statement or praise.
4. State the problem specifically.
5. Give a rationale why it is a problem.
6. Offer a solution.
7. Thank the person for listening.

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**TEACHER BACKGROUND INFORMATION**  
**BOYS TOWN SCHOOL SOCIAL SKILLS - PAGE 2****How to Greet Someone...**

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. Make a verbal greeting.

**How to Introduce Yourself...**

1. Look at the person.
2. Smile.
3. Use a pleasant voice tone.
4. State your own name.
5. Shake the person's hand.
6. When departing say, "It was nice to meet you."

**How to Make a Request...**

1. Look at the person.
2. Use a pleasant voice tone.
3. State request specifically.
4. Say "Please".
5. Say "Thank You" after request is granted.

**How to Negotiate...**

1. Look at the person.
2. Use a pleasant voice tone.
3. Listen to other's points without interrupting.
4. State your position specifically and clearly.
5. Give rationales for your position.
6. Be willing to accept the other's points (compromise).
7. Thank him/her for their willingness to cooperate.

**How to Report Peer Behavior...**

1. Look at the person.
2. Use a calm voice tone.
3. Request to speak to the adult privately.
4. Give a specific description of peer's inappropriate behavior.
5. State a rationale for the report.
6. Suggest possible solution or consequences.
7. Thank the adult for listening.

**How to Resist Peer Pressure  
(or Say "No")...**

1. Look at the person.
2. Use a calm voice tone.
3. Thank them for including you.
4. Explain that you do not want to participate.
5. Offer an alternative activity.
6. Continue to refuse to participate (if necessary).

**How to Volunteer...**

1. Look at the person.
2. Use a pleasant voice tone.
3. Ask the person if you could volunteer to help.
4. State specifically the task you are volunteering to do.
5. Give a rationale/benefit.

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BOYS TOWN SCHOOL SOCIAL SKILLS - PAGE 2****How to Greet Someone...**

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## TEACHER BACKGROUND INFORMATION CONFLICT RESOLUTION

### Facts:

- Relationship problems affect everyone involved, including other family members.
- Relationship problems usually involve the desire for some kind of change on the part of at least one person.
- Usually the dispute is a complaint by one person concerning some aspect of another person's behavior.
- Both parties must have an open attitude for possible behavior change in response to the request for change..
- One mark of a successful relationship is the ability to resolve disputes smoothly and in a way that is satisfying to both parties. This requires practice, maturity, desire for harmony, and patience.
- Constructive conflict resolution is a specialized activity:
  - it is not like other conversations (natural, relaxing, enjoyable)
  - it can be rewarding because it brings people closer together and creates warm feelings
  - it enhances communication and understanding of each other's feelings
  - it is difficult to do at first, but becomes easier with practice.
- Most people don't think rationally or logically when they are emotionally upset.

Therefore, these are the

### Basic Rules and/or Guidelines of Conflict Resolution:

- No. 1: Don't attempt to settle disputes at the scene of the crime.
- No. 2: Set aside a time and a place for conflict resolution and problem-solving discussions:
  - 30 minutes maximum time
  - same time regularly (weekly, monthly, whatever)
  - without interruptions
  - with persons involved present (and no others).
- No. 3: Only solve disputes or conflicts during the set time.
- No. 4: Know what you're going to talk about before the meeting begins:
  - write it down
  - make it brief
  - don't try to cover more than two disputes in one session.
- No. 5: Consider the other person's feelings and your relationship.
- No. 6: Don't bring in the past! Work in the present!
- No. 7: Examine your motive for bringing up the problem.
- No. 8: Treat each other with respect and dignity; no degrading or putting down!
- No. 9: Don't overelaborate the issue, keep asking "why", etc.
- No. 10: Be willing to make compromises and share in the responsibility.
- No. 11: If desired or beneficial, get a small notebook and keep a record of your conflict resolution sessions. Date them. Record agreements.



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**TEACHER BACKGROUND INFORMATION**  
**CONFLICT RESOLUTION - CONT'D****The Conflict Resolution Plan:**

**Part 1:** **Define the problem.** (*This is done by party no. 1.*) It is very critical how this is stated. Write down or state the problem in specific terms, using these four components:

**A. Begin with something positive;** an expression of appreciation; a compliment. If possible, relate it to the conflict or complaint, but don't be phony.

*For example:*

*I appreciate your help with the housework yesterday (last week, etc.).*

**B. Describe the specific behavior that is bothering you;** don't be general or vague. (Avoid using absolute terms such as always, never, nothing, etc., "you" statements, and name-calling. Talk about behaviors, NOT persons or attitudes.)

*For example:*

*(Vague) You don't seem to care about me any more.*

*(Specific) Lately you haven't expressed much interest in hearing about my day.*

**C. Express your feelings;** don't assume that your feelings are obvious to the other person (and don't try to make them obvious).

*For example:*

*I have the feeling you aren't interested in what I do when you don't ask me how my day was.*

**D. Admit to your role in the problem (if applicable);** recognize that you are at fault, too, and if you are, to what degree. Both parties must accept responsibility in conflict resolution rather than casting blame. If both parties work together, it isn't necessary to accept responsibility falsely.

*For example:*

*Maybe I've been too preoccupied with my new computer (school activities, etc.) and haven't been available for conversation..*

Be brief when defining the conflict/dispute/problem--get to the point without overelaborating. Talking "about" the problem by counting the number of times, looking for the cause, or asking "why" questions doesn't solve it. These things are not solutions and don't bring solutions. Both parties must be careful not to shift the discussion to the cause of the behavior in order to shift blame or have an excuse.

**Avoid sidetracking (changing the subject to something that may or may not be related) during the definition!** This puts the focus on something else and doesn't solve the current conflict. Stick with the issue at hand!

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**TEACHER BACKGROUND INFORMATION  
CONFLICT RESOLUTION - CONT'D**

*An example of sidetracking:*

*Party no. 1: I would like for you to be nicer to your brother.*

*Party no. 2: Since when was he nice to me?*

**Part 2:** **Verbally summarize the feelings for clarification.** (*This is done by party no. 2.*) State the problem the way you understand it, and ask if this is accurate, what the other person meant, etc.

Be careful not to try to read minds during this part. Remain neutral rather than negative in your reply and avoid using any threats, insults, or commands.

*For example: You feel like I don't care, don't you?*

**Part 3:** **Look for solutions.** (*This is done by both parties together.*) Negotiate for a win-win solution by:

- a. considering all possible solutions
- b. picking all solutions apart for consequences
- c. offering to change some aspect of your own behavior for a compromise.
- d. offering to help the other party (or requesting his/her help)
- e. being involved in the change or solution.

Behavior change should include mutual agreement and compromise. The best solutions involve some change in both parties (there's more willingness to cooperate if it is not a one-person deal). Party no. 1 should offer his/her help or assistance to party no. 2 for change.

Record solutions in writing; write out agreed-upon behaviors, changes, who will do what, etc. This helps the agreement become a commitment.

**Part 4:** **End with an expression of love for each other.** (*This is done by both parties, and initiated by party no. 1.*) This is an important part and should not be left out. Even if your feelings have been hurt, accepting some responsibility for your part of the conflict/problem/dispute will provide the means whereby the relationship can continue to grow. Whatever you say, say it with love and sincerity!

**Note!** If a resolution has not been achieved within a short period (30 minutes or less), put things on hold for a set period of time. Then readdress the problem at a later time. Sessions that go too long have very little chance of mutual resolution.

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CONFLICT RESOLUTION - CIRCLE PIECES (2 SETS)

**Part 1:**  
*Define the conflict or problem.*

**Part 2:**  
*Verbally summarize the feelings described.*

**Part 3:**  
*Look for solutions together.*

**Part 4:**  
*End with an expression of love or respect for each other.*

**Part 1:**  
*Define the conflict or problem.*

**Part 2:**  
*Verbally summarize the feelings described.*

**Part 3:**  
*Look for solutions together.*

**Part 4:**  
*End with an expression of love or respect for each other.*

**CONFLICT RESOLUTION - SQUARE PIECES (5 SETS)**

**Say something positive about the other person.**

**Describe the specific behavior that bothers you.**

**Express your feelings using "I" statements.**

**Admit to your role in the conflict or problem (if applicable).**

**Say something positive about the other person.**

**Describe the specific behavior that bothers you.**

**Express your feelings using "I" statements.**

**Admit to your role in the conflict or problem (if applicable).**

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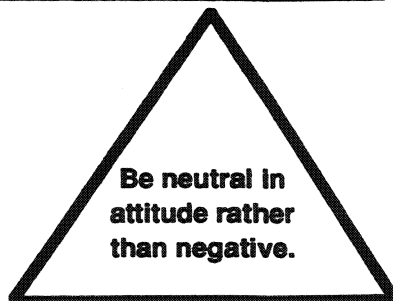
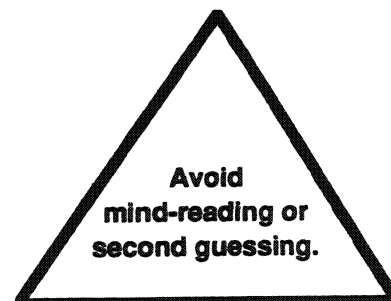
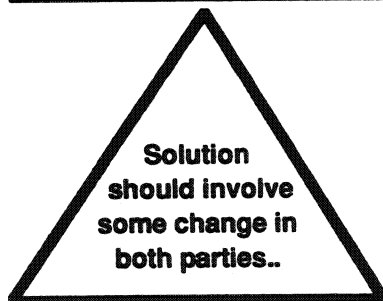
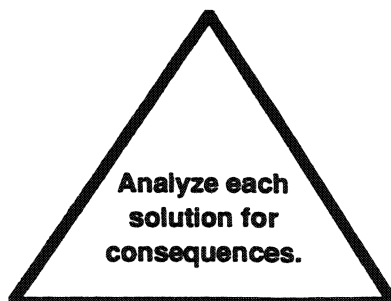
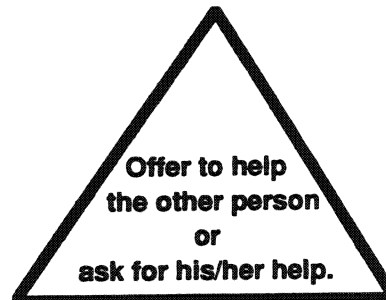
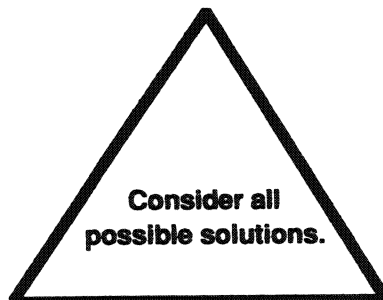
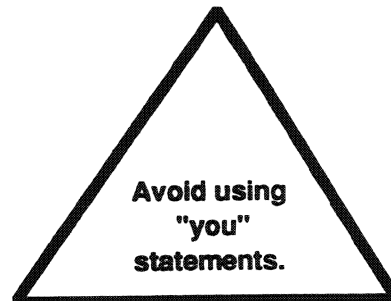
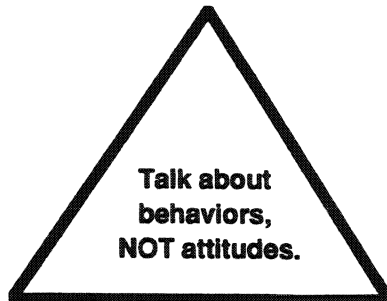
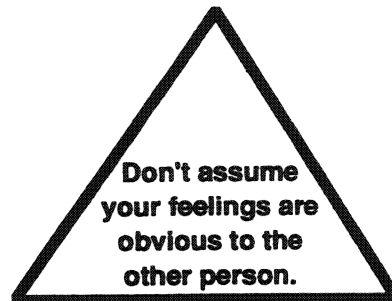
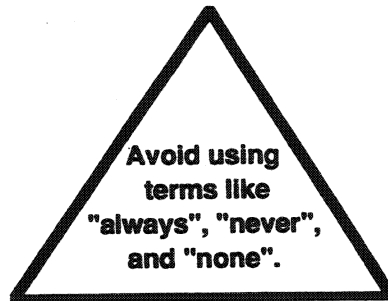
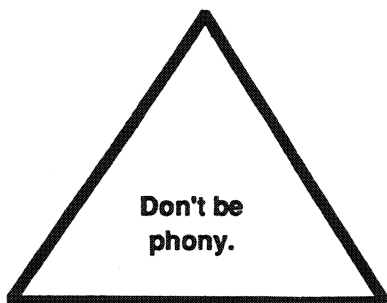
**Say something positive about the other person.**

**Describe the behavior that bothers you specifically.**

**Express your feelings using "I" statements.**

**Admit to your role in the conflict or problem (if applicable).**

**CONFLICT RESOLUTION - TRIANGLE PIECES (1 SET)**



**CONFLICT RESOLUTION - RECTANGLE PIECES (2 SETS)**

**Don't attempt to settle the conflict at the scene of the crime.**

**Be willing to make compromises.**

**Be willing to make compromises.**

**Don't attempt to settle the conflict at the scene of the crime.**

**Set aside a regular time and place for resolving conflicts.**

**Keep a record of solutions in a small notebook.**

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**Set aside a regular time and place for resolving conflicts.**

**Settle only one conflict at a time and only in established time.**

**Don't overelaborate, ask "why", or keep repeating self.**

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**Settle only one conflict at a time and only in established time.**

**Know what you're going to talk about before you begin.**

**Examine your motive for bringing up conflict.**

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**Know what you're going to talk about before you begin.**

**Don't bring in the past; work only in the present.**

**Avoid sidetracking (changing the subject).**

**Don't bring in the past; work only in the present.**

**Consider the other person's feelings and your relationship**

**Consider the other person's feelings and your relationship**

**Treat other person with respect and dignity.**

**Avoid sidetracking (changing the subject).**

**Treat other person with respect and dignity.**

## **CONFESSIONS OF A TEENAGE GOSSIP**

Choices, September 1989

I knew it might be a lie. And if it were true, I knew she wouldn't want anybody to know. But I lived for gossip, and I spread it faster than the six o'clock news. I couldn't control myself. Here's what happened.

By chance, I ended up at Gail's house one Saturday night with a small "in" group. I didn't know her well, but a couple of guys invited me along. I was surprised to see Seth, the "big man on campus" there without his girlfriend Lorita. Lorita was Gail's best friend. I was even more surprised to see how Seth and Gail seemed to flirt when they thought nobody was watching. Or was I imagining things? I couldn't tell for sure, but later when they disappeared for awhile, I was convinced I had my scoop!

### **SPREADING THE WORD**

I was as excited as a runner at the starting block. Next morning, I called my networks. I reached three friends. (I planned to call Lorita and warn her about Seth's cheating as a finale.) First, I casually dropped the fact that I'd been at Gail's small party the night before. (Instantly, I rose a notch in their estimation.) Then, in a confidential tone, as if delivering the most shocking secret of all time, said, "Did you know about Gail and Seth?"

Now, before I go on, I want to ask you, "What's wrong with a little fun, juicy gossip?" It's as old as history itself. In fact, the Greek writer Hesiod called gossip "a kind of divinity," both because it's so powerful, and because people seem to worship it (no more than yours truly). After all, if a friend called you up and said, "I have some great dirt. Want to know?", could you say "No"?

### **WHAT'S GOSSIP?**

Now you might be wondering, what is gossip anyway? "Gossip is a piece of information shared by two people about a third party who isn't there," says Gary Alan Fine, a sociology professor and gossip expert at the University of Minnesota. Usually the information is of a personal nature.

False gossip is obviously worse than true gossip. But the person who hears gossip often doesn't know the difference. (After all, the one person who knows for sure isn't there!) What makes gossip so effective is whether it's believable, Fine says. For instance, the first friends I called to tell about Gail and Seth replied, "You're crazy. I don't know Gail, but she doesn't seem the type." (I was so annoyed at this reaction I considered spreading gossip about this friend...)



**CONFESSIONS OF A TEENAGE GOSSIP - PAGE 2****WHY WE GOSSIP**

Gossip can be one of the most powerful weapons to hurt someone with. "Gossip is often about our vices or things we don't want others to know about us," Fine says. (Wouldn't you rather die than have the whole school know your deepest secrets?) That's why I wasn't too surprised when the second friend I gossiped to about Gail and Seth cautioned me, "If this gets around, you could wreck Seth and Lorita's relationship. And Gail and Lorita's friendship."

Does this mean that gossip is always vicious or harmful? No. "Gossip has a bum rap and doesn't deserve it," says Jack Levin, a sociology professor at Northeastern University in Boston, Massachusetts. Gossip that is both true and does not hurt someone has very important functions, he says. What are they?

- \* Gossip helps to connect us to a social group. "Through gossip we define the people we care about, who we like and who we don't like," says Levin. For example, he says, two teens who gossip together are really saying to one another: "I feel comfortable enough with you to gossip. We're part of the same group."
- \* Gossip helps us decide what is acceptable behavior in our social group, Fine adds. For example, in a group of close friends, each member's conduct is under "a kind of constant review," notes British anthropologist Max Gluckman.

If someone goes too far in his or her actions, people react with gossip, which is a way of saying, "Our group doesn't like your behavior. If you're not careful, we'll give you a bad reputation and exclude you from the group." So, if my gossip about Gail and Seth were true, for instance, it might alert people to the fact that these two are unreliable friends.

- \* Gossip can be a form of idle entertainment, or as one sociologist called it, "intellectual chewing gum." What's more relaxing to an avid gossip than chatting on the phone or thumbing magazines such as People?

However, what often makes gossip so powerful is its more negative aspects--as only I know too well!

**AIMING TO HURT**

When is gossip harmful? Negative gossip has a hostile aim, says Levin. The person who spreads it wants to hurt the object in some way--even if the person is unaware of his own aim.

**CONFESSIONS OF A TEENAGE GOSSIP - PAGE 3**

So when I gossiped about Gail and Seth, the truth is I wanted to put them down. Why? I was jealous of them for being so popular, and because they seemed to have it all. Of course, I also gossiped about them because I thought they were important, and wished they were my friends. Finally, I wanted to show my group that I was "in the know".

"Negative gossip is double-edged. It allows people to enjoy the not-very-nice aspects of human nature by talking about them, and at the same time condemns them." In other words, I can spread a rumor about Gail and Seth's behavior and pass judgment on them at the same time. "It's like having my cake and eating it, too," says Mr. Fine.

The trouble is, gossip is double-edged in another way. It can hurt the person who gossips as much as, or more than, the targets--especially when the gossip is false. Gossip places the person who spreads it at the center of attention, and makes him/her feel important, but not for long. "A person who gossips too much may lose status in his friends' eyes," Levin says. "He/she becomes defined as a big-mouth who can't be trusted."

Get the picture? When I gossiped about Gail and Seth to my third friend, who loves to dish the dirt as well as anyone, she said, "Wait 'til I tell Marc, Leah, and Nathan!" But my friend didn't just stop with them. Oh no. My friend went right back and told Gail!

Two days later she stormed up to me at school and chewed me out in front of one million people 'til I wanted to crawl into a locker. "First of all, I didn't invite you to my house. Second, Seth and I are best friends and that's it. Your gossip is nothing but lies! And third, the next time you think about spreading rumors, just remember, nobody will believe you. Because everybody in this school knows what a big-mouth you are!"

As if that wasn't enough, I think everyone I'd ever gossiped about stood and cheered her on! Yes, I found out the hard way--for teens, gossip is like dynamite. As Levin says, "rumor that means little to a 26-year-old can be devastating to a 16-year-old." Teens are beginning to create and figure out a social life for themselves. And gossip really can help make or break reputations. After all, my reputation was finished.

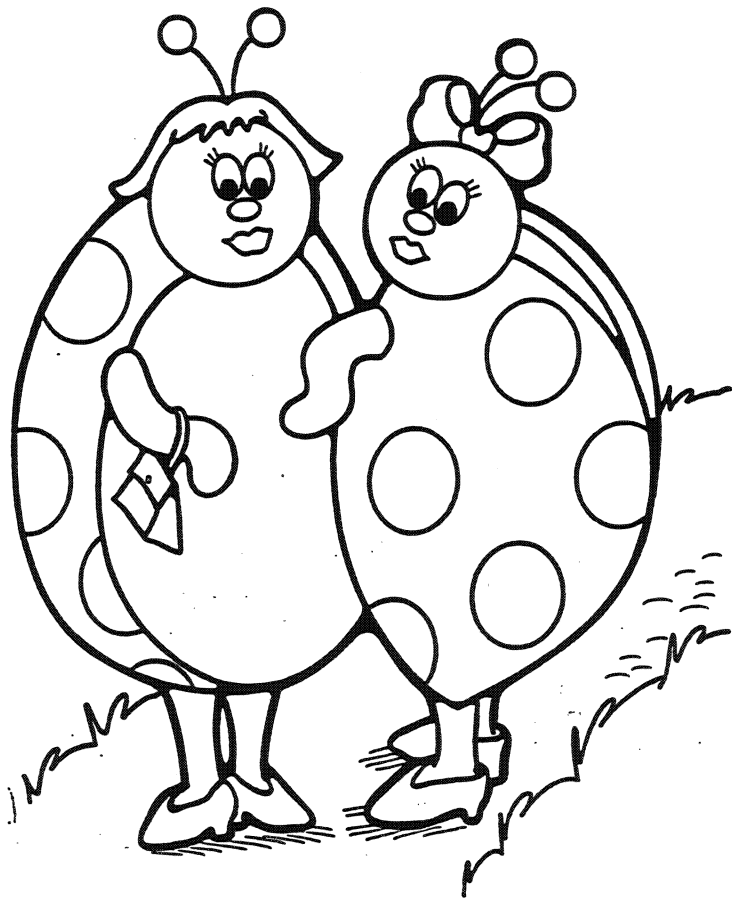
**HOW TO HANDLE GOSSIP ABOUT YOURSELF AND OTHERS**

If you or a friend is the object of false gossip, what should you do? A lot of people think the best way to handle negative gossip is to remain silent. But, according to Jack Levin, the sociology professor from Boston, silence only makes matters worse. It allows the gossip to spread without any answer, so people are more likely to believe it.

## CONFESSIONS OF A TEENAGE GOSSIP

Here's what you can do:

- \* "Confront gossip you hear quickly and directly," Levin says. Let the person who spreads the gossip know it's a lie. If you find out the source of the rumor, tell that person, too.
- \* Use friends to support you. "Find people who are reputable--the person everyone can believe--and use them as allies," Levin says. "Make sure they let everyone know the gossip is a lie."
- \* Remember that gossip goes stale very quickly. The hot news today in school is tomorrow's memory--often replaced by new gossip.
- \* What if the gossip is true? "Don't try to duck a true rumor," Levin says. "It's better to 'fess up". But, of course, that's up to you.



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**CONFESSIONS OF A TEENAGE GOSSIP**

1. What did the Greek writer, Hesiod, call gossip? \_\_\_\_\_  
\_\_\_\_\_
2. What is gossip? \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_ gossip is obviously \_\_\_\_\_ than true gossip. The problem is the person who hears gossip often doesn't know the \_\_\_\_\_.
4. What makes gossip effective is whether or not it's \_\_\_\_\_.
5. Why do we gossip?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
6. Is gossip always vicious and harmful? \_\_\_\_\_ Why? or Why not?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
7. When is gossip harmful? \_\_\_\_\_  
\_\_\_\_\_
8. What is double-edged gossip? \_\_\_\_\_  
\_\_\_\_\_
9. Why is negative gossip double-edged?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
10. Teen gossip can be like \_\_\_\_\_.
11. How can you handle gossip about yourself and others in a healthy way?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
12. The next time you think about spreading gossip, just remember...  
\_\_\_\_\_

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

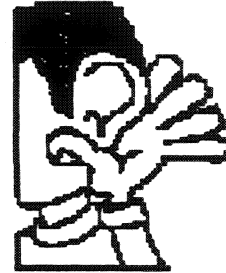
**CONFESSIONS OF A TEENAGE GOSSIP - TEACHER KEY**

1. What did the Greek writer, Hesiod, call gossip? A KIND OF DIVINITY  
BECAUSE OF ITS POWER AND PEOPLE SEEM TO WORSHIP IT
2. What is gossip? A PIECE OF INFORMATION SHARED BY TWO  
PEOPLE ABOUT A THIRD PARTY WHO ISN'T PRESENT
3. FALSE gossip is obviously WORSE than true gossip. The problem is the person who hears the gossip often doesn't know the DIFFERENCE.
4. What makes gossip effective is whether or not it's BELIEVABLE.
5. Why do we gossip?
  - a. IT CAN BE A POWERFUL WEAPON TO HURT SOMEONE
  - b. WE LIKE TO TALK ABOUT OTHER PEOPLE'S VICES
  - c. WE WANT TO BELONG
6. Is gossip always vicious and harmful? NO Why? or Why not?
  - a. IT CAN CONNECT US TO A SOCIAL GROUP
  - b. IT HELPS US DECIDE WHAT IS ACCEPTABLE BEHAVIOR
  - c. IT CAN BE IDLE ENTERTAINMENT
7. When is gossip harmful? NEGATIVE GOSSIP HAS A HOSTILE AIM  
WHEN THE PERSON GOSSIPING WANTS TO HURT SOMEONE
8. What is double-edged gossip? IT HURTS THE PERSON WHO  
GOSSIPS AS MUCH AS THE TARGET PERSON
9. Why is negative gossip double-edged?
  - a. PEOPLE ENJOY THE NOT-SO-NICE ASPECTS OF OTHERS
  - b. PERSON GETS TO BE THE CENTER OF ATTENTION
  - c. FALSE GOSSIP ALWAYS COMES BACK TO YOU
10. Teen gossip can be like DYNAMITE.
11. How can you handle gossip about yourself and others in a healthy way?
  - a. CONFRONT GOSSIP QUICKLY AND DIRECTLY
  - b. USE FRIENDS TO SUPPORT YOU
  - c. REMEMBER GOSSIP GOES STALE FAST
  - d. IF RUMOR IS TRUE, ADMIT IT!
12. The next time you think about spreading gossip, just remember...  
NOBODY WILL BELIEVE YOU ANYWAY!

### STEPS FOR BETTER LISTENING

Name \_\_\_\_\_ Period \_\_\_\_\_

1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



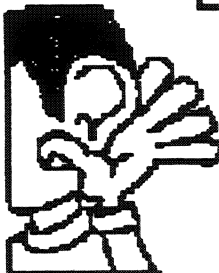
4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



## VERBAL DRAWING EXERCISE ACTIVITY GUIDELINES

Give each student a piece of paper with the starting dot marked on it and explain that you will be giving them 19 brief instructions to follow--one at a time. The instructions, if followed correctly, make the picture on the following page. DO NOT SHOW THIS PICTURE TO THE CLASS UNTIL AFTER THE EXERCISE IS COMPLETED. Explain to the students that they need to listen very carefully and concentrate on the instructions.

Beginning at the dot indicated, draw one continuous line -

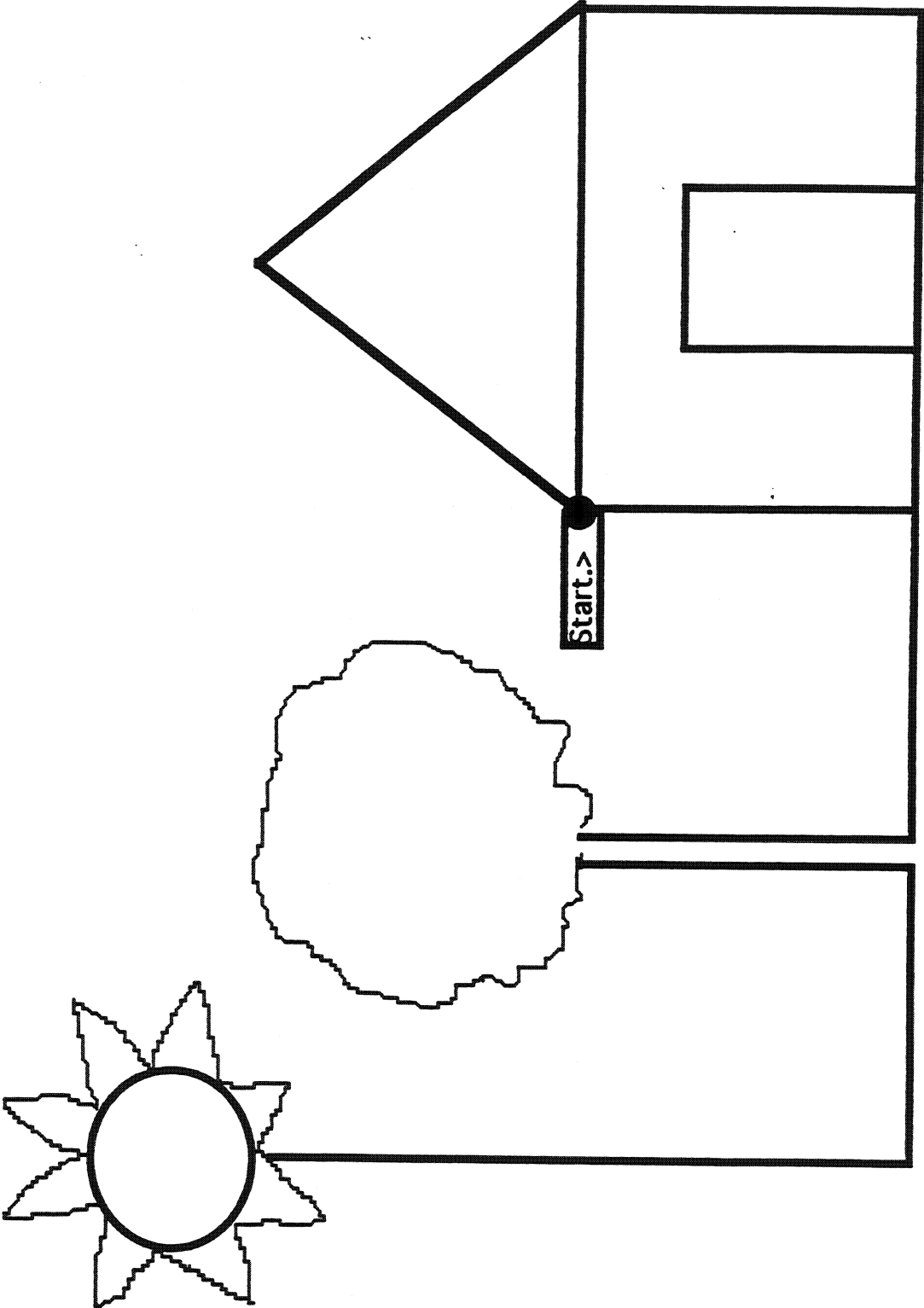
1. Down two (2) inches
2. Right three (3) inches
3. Up two (2) inches
4. Diagonal up and left two (2) inches
5. Diagonal down and left two (2) inches
6. Right three (3) inches
7. Down two (2) inches
8. Left two (2) inches
9. Up 1 1/2 inches
10. Right one (1) inch
11. Down 1 1/2 inches
12. Left four (4) inches
13. Up two (2) inches
14. Make a complete squiggly circle two (2) inches in diameter over the top of this line
15. Down two (2) inches
16. Left two (2) inches
17. Up four (4) inches
18. Make a smooth complete circle one (1) inch in diameter over the top of this line
19. Draw pointed peaks around the circle--you are finished!

Show the class members the drawing on page I-C-59 and let them express their feelings about the activity. Some may want to show their drawings, or may make comments such as, "This is a mess!", or "I couldn't understand what you wanted us to do!", or "I did okay until...". The teacher may choose to repeat the activity and lead the class by drawing the picture on the board as the instructions are read.

Points for discussion:

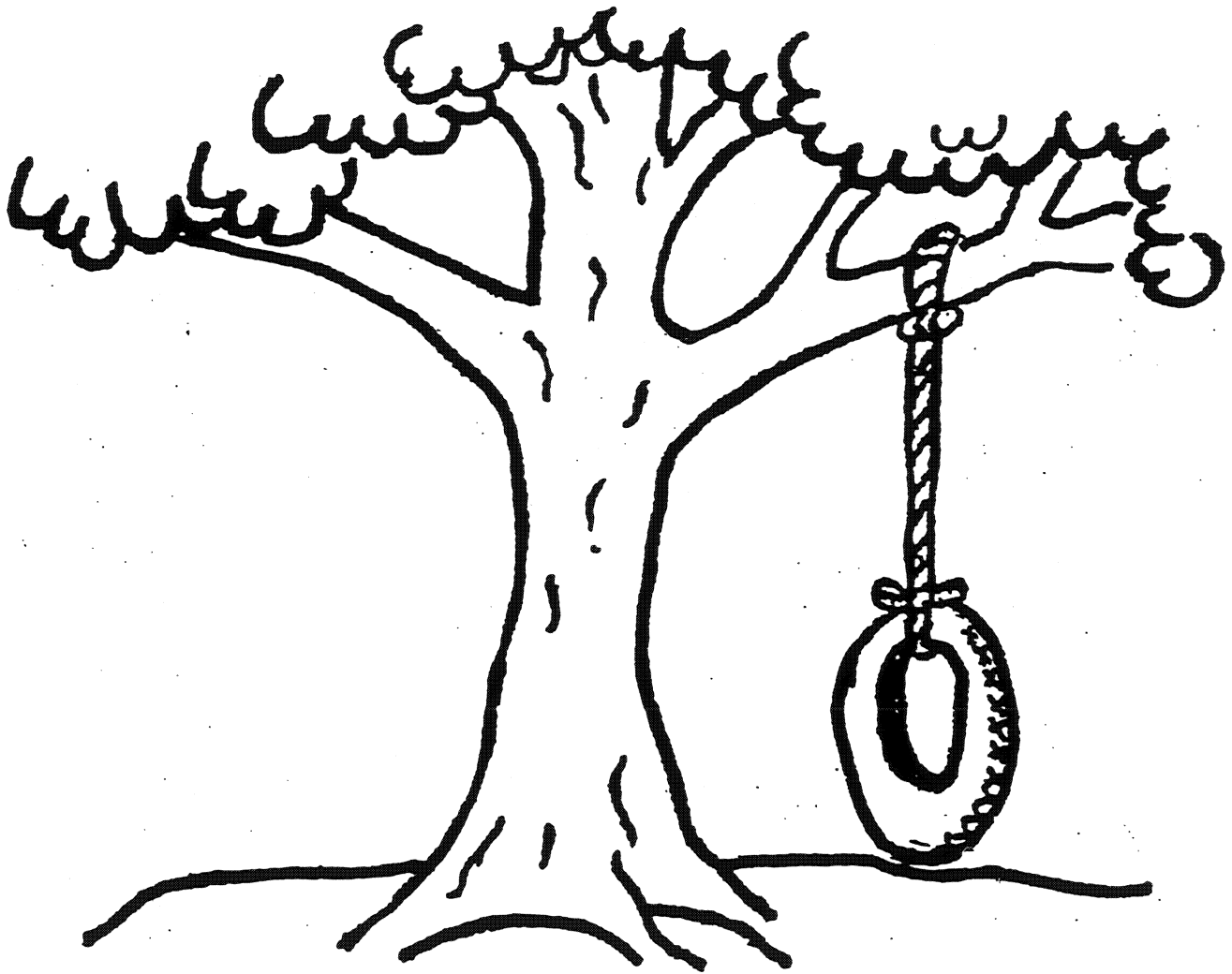
- How important is it that we focus on instructions as they are given?
- How important is it that we listen very carefully and understand?
- How easy is it to misinterpret what someone has said?

**LISTEN AND DRAW  
TEACHER KEY**

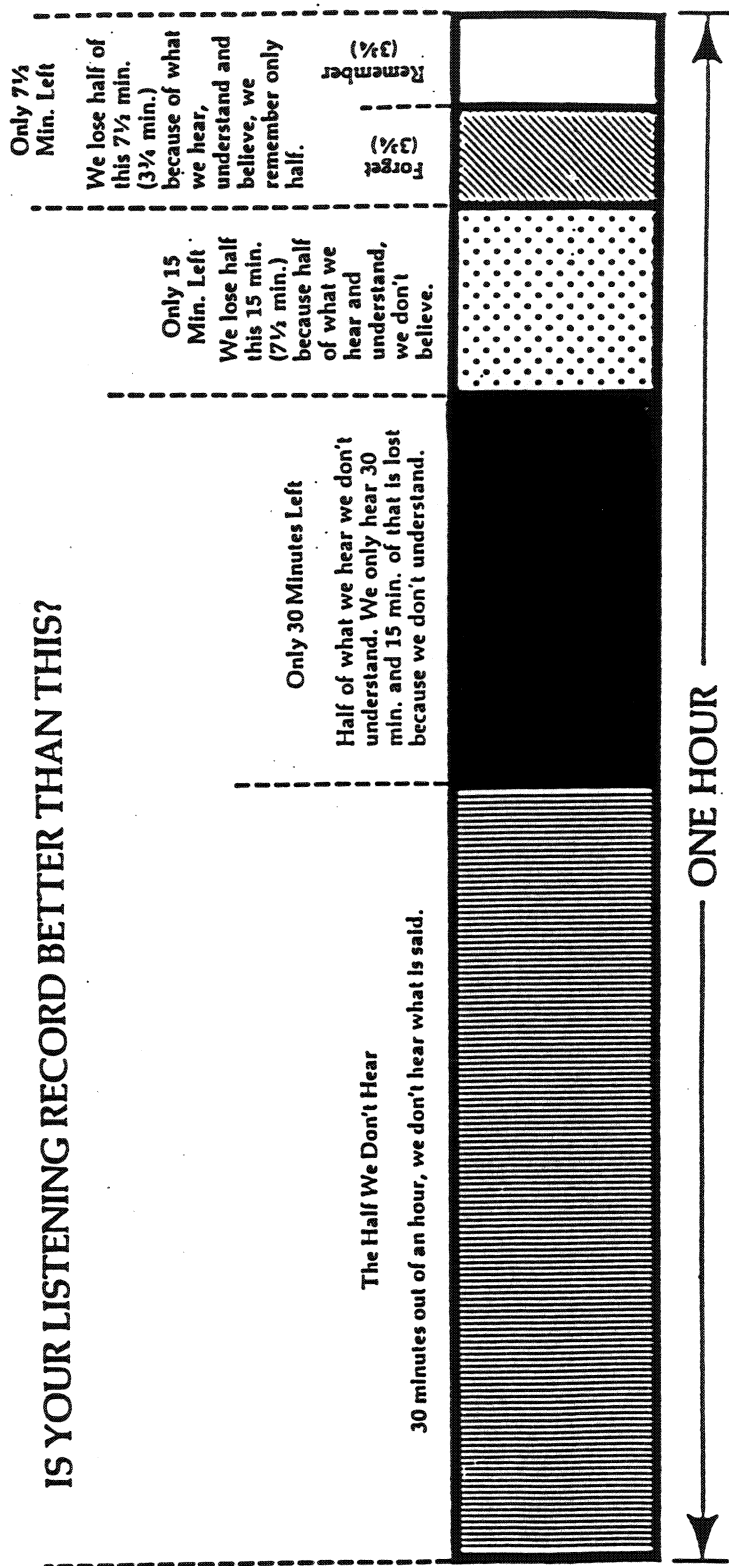




THE SWING



### IS YOUR LISTENING BETTER THAN THIS?



**LISTEN WITH YOUR HEART ILLUSTRATION**

**LISTEN!**  
**With Your Heart!**



**Learn to Listen**  
**and**  
**Listen to Learn**

**LISTEN WITH YOUR HEART - PATTERN NO. 1**



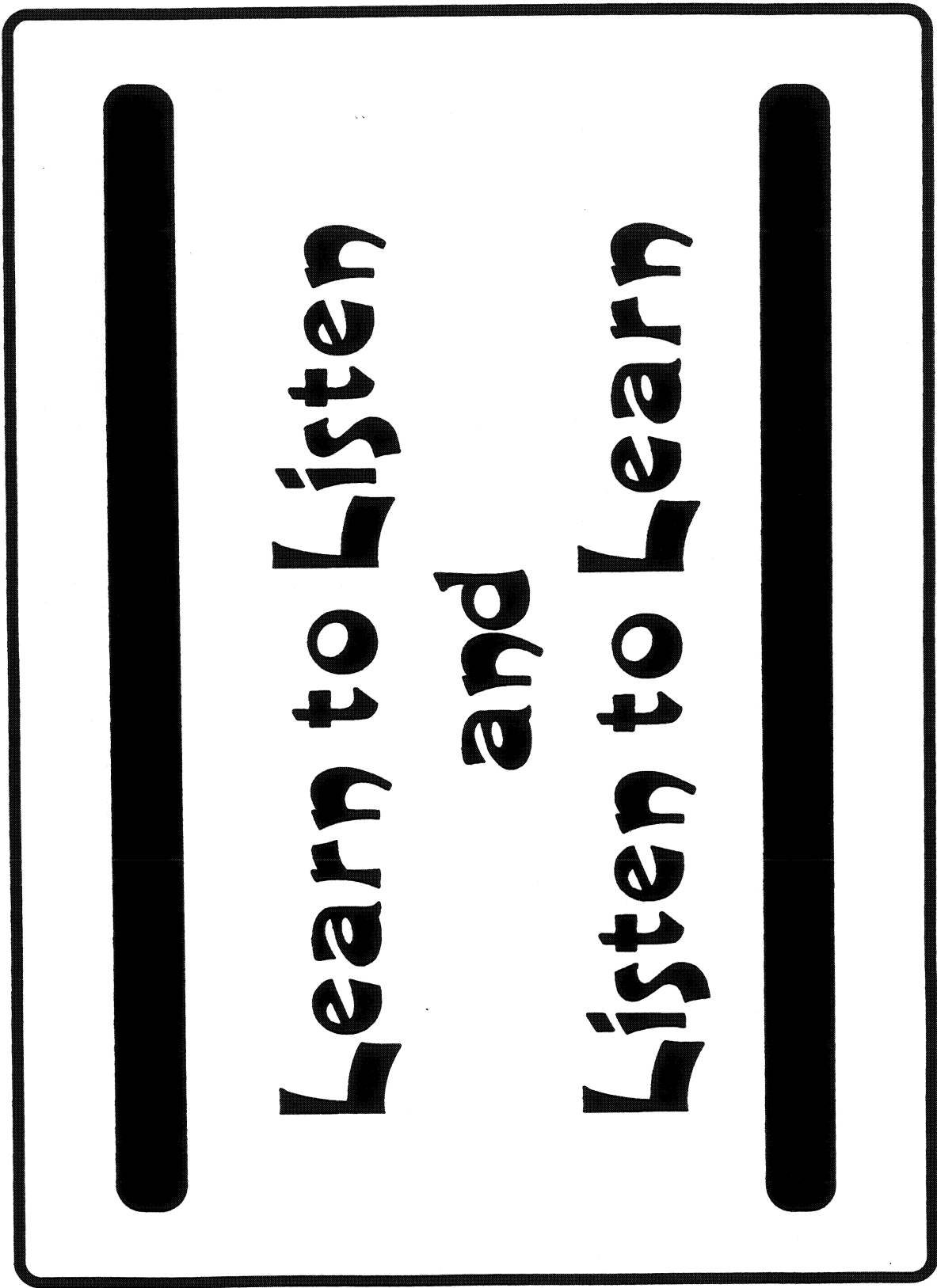
**LISTEN WITH YOUR HEART - PATTERN NO. 2**



LISTEN WITH YOUR HEART - PATTERN NO. 3



LISTEN WITH YOUR HEART - PATTERN NO. 4



**Learn to Listen  
and  
Listen to Learn**

## TEACHER BACKGROUND INFORMATION PASSIVE, ASSERTIVE, AND AGGRESSIVE COMMUNICATION

As we learned in our last topic, Controlling Emotions, there are three different types of behavior: passive, aggressive, and assertive. These behavior types carry over into the way we communicate also.

### Passive Communication Characteristics:

- Blushes when someone looks his/her way
- Agrees with EVERYONE. "Yes, you're right", and "I agree", are the only things they say.
- Buys from every door-to-door salesman
- Uses phrases like "A person I know said", or "They say"
- Takes the blame for anything that happens
- Makes others feel guilty by letting them walk all over him/her
- Apologizes often in a conversation

Ask the class how they like to be around or communicate with this type of person? Why? Give examples.

### Aggressive Communication Characteristics :

- Tells others what he/she wants and then talks them into it
- Blows his/her stack when anyone disagrees
- Rams his/her opinions down other people's throats
- Demands an explanation for other people's behavior, such as "Why do you have to ..."
- Is very critical of others
- Listens by interrupting
- Must be in charge
- Likes to run over people
- Gets even with sarcasm -

Ask the class if they know anyone who is like this. How easy is it to be around them? Ask for examples.

### Assertive Communication Characteristics :

- Buys only what he/she needs from door-to-door salesmen
- States his own opinion matter of factly
- Negotiates and makes compromises when needed
- Smiles frequently
- Takes credit when credit is due
- Does not need to win an argument
- Can admit it if he/she is wrong
- Cooperates well with others
- Listens when others speak

**IMPLICATIONS:** Of the three types, the assertive communicator is the most successful. Ask the students to explain why and to give examples.



Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**PASSIVE, ASSERTIVE, AGGRESSIVE COMMUNICATION**

1. List five (5) characteristics of passive communication.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ex. \_\_\_\_\_

2. List five (5) characteristics of aggressive communication.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ex. \_\_\_\_\_

3. List five (5) characteristics of assertive communication.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ex. \_\_\_\_\_



Read the statements below and write responses in the communication types asked for.

4. A friend says, "I'd like to see the movie at the Capitol Theater, would you?" You would rather see a different movie.

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

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

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

5. Your little brother asks your help to fix his flat bicycle tire.

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?

\_\_\_\_\_

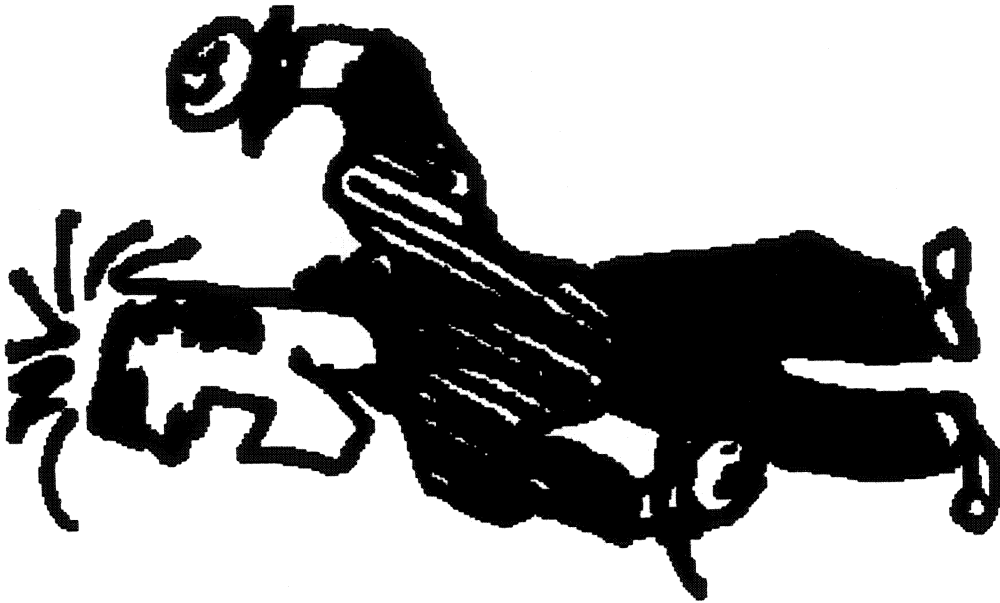
Give an example when you have used this type of communication.

\_\_\_\_\_

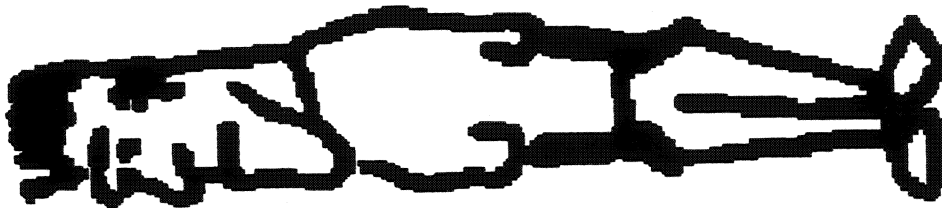
**ASSERTIVE**



**AGGRESSIVE**



**PASSIVE**



by Chris Carlson, 9th Grade, Churchill Junior High

Name \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

**MY POSITIVE COMMUNICATION HABITS**

**Directions:** Rate your personal communication habits with a number that most accurately indicates your style:

**4 = Almost always    3 = Usually    2 = Sometimes    1 = Almost never**

**WHEN I TALK TO SOMEONE...**

- 1. I get the feeling they understand me. \_\_\_\_\_
- 2. I express opinions as facts. \_\_\_\_\_
- 3. I'm not afraid to reveal my feelings. \_\_\_\_\_
- 4. I use positive statements in problem situations. \_\_\_\_\_
- 5. I watch for feedback from the other person. \_\_\_\_\_
- 6. I use examples to get my message across. \_\_\_\_\_
- 7. I use details to get my message across. \_\_\_\_\_
- 8. I use a different tone of voice to help me say what I mean. \_\_\_\_\_
- 9. I choose the right moment to raise an important issue. \_\_\_\_\_
- 10. I am conscious of my body language. \_\_\_\_\_

**WHEN I LISTEN TO SOMEONE...**

- 1. I listen only for facts. \_\_\_\_\_
- 2. I am attentive. \_\_\_\_\_
- 3. I do not get distracted easily. \_\_\_\_\_
- 4. I use eye contact during conversations \_\_\_\_\_
- 5. I wait until the other person is finished speaking before I begin. \_\_\_\_\_
- 6. I ask questions if I'm not sure of the message. \_\_\_\_\_
- 7. I paraphrase complex messages. \_\_\_\_\_
- 8. I listen "between the lines" for the meaning. \_\_\_\_\_
- 9. I watch the speaker's body language. \_\_\_\_\_
- 10. I use body language to signal that I'm listening. \_\_\_\_\_

My score \_\_\_\_\_

**ANALYSIS:**        If your score is between 60 and 80 = you're doing great!  
                          If your score is between 40 and 60 = you could try a little harder!  
                          If your score is below 40 = you really need to try harder!

## TEACHER BACKGROUND INFORMATION THE CRUSHER

This is a fun way to demonstrate what gossip and labels can do to a person's self esteem and how it can destroy lives. NOTE: The teacher must maintain a very serious attitude during the story for it to be effective.

**Story:** There is a very serious virus that has invaded the country--it does not respect race, religion, sex or financial stature. It is devastating and destroys lives. It has hit our community very hard and it is running out of control in our school. I have a slide (or picture) of this terrible virus that has been enlarged 1000 times so you will be able to see it. We have nicknamed this virus CRUSHER because of its power. (SHOW SLIDE OR PICTURE OF THE CRUSHER--Be very serious.)

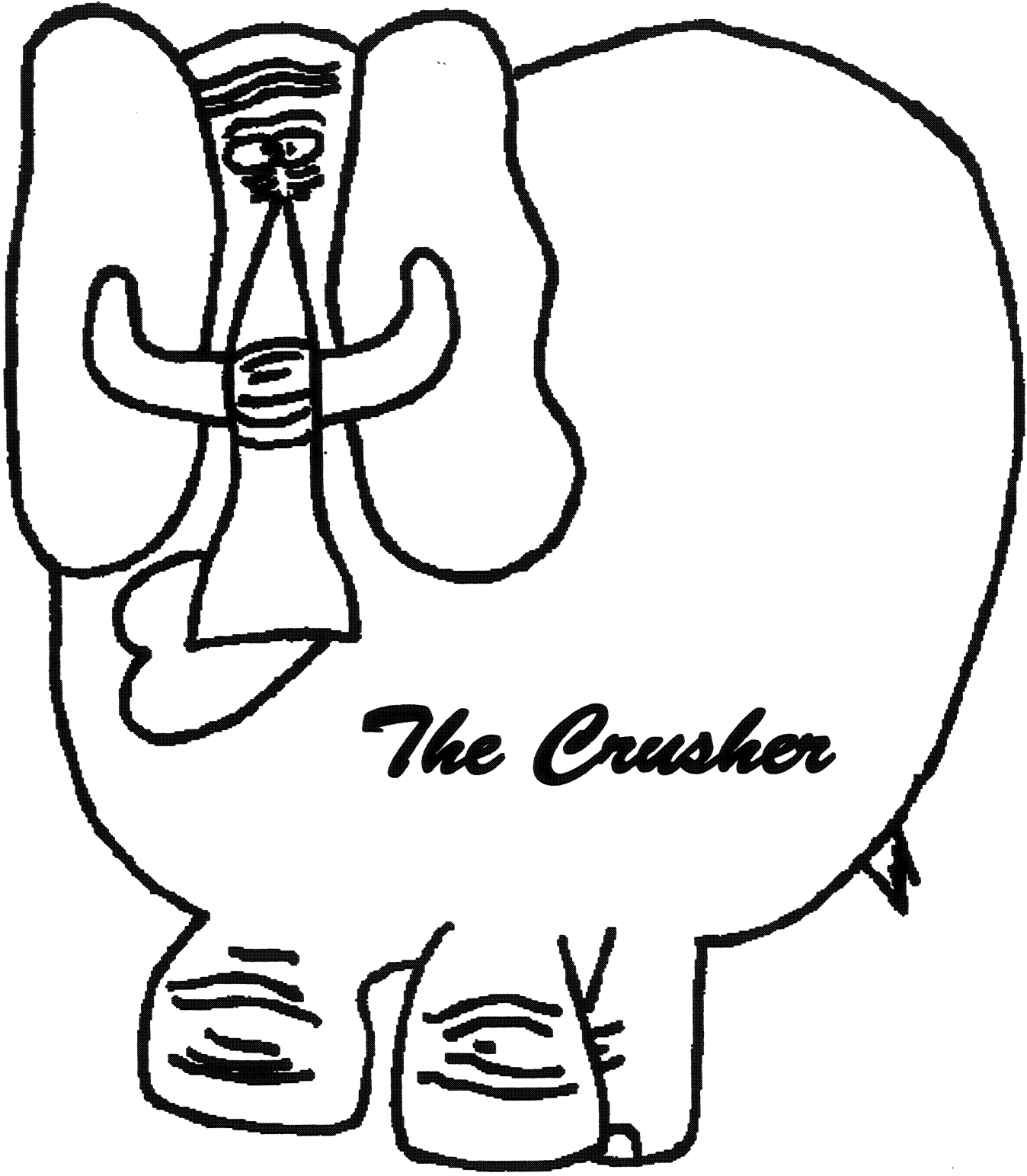
Point out the object in the trunk of the Crusher--a heart. Tell how the Crusher concentrates on the heart, actually tearing it apart, little by little, very painfully. Although the Crusher is dangerous, there is a way to help stop it. I am going to give you something that should help protect you and those around you. This is a "Kill the Crusher Kit" and it should be kept with you at all times. (Pass out the kits and explain each of the items and their use.)

Take out the Q-tips and tell the students that over the years they have accumulated much of the virus (dirt and gossip about people) in their ears. Have them carefully clean their ears. Now that their ears are clean have them take out the cotton balls. Tell students if they hear someone spreading gossip or cutting another person down, they should take out the cotton balls and quickly put them in their ears, stopping the return or build up of the virus. Now have the students take out the tape and tell them that if they are ever tempted to say something bad or untrue about another person, they can tape their mouths. When the impulse to spread a rumor leaves them, then the tape can be removed. The tape can also be used for friends--they may be mad at first but they will thank you later! Last but not least, if and when their self-concept is at an all time low, take out the emergency "Self-Concept" pills--they are labeled "S" for self-concept. Have the students take one of the pills and as they eat it, think of all the things they do well, or the things they like to do. Before long they will start to feel better, and be ready to go out and do battle with the Crusher.

Advise the students to carry extra kits to give their friends who have already been infected by the Crusher. Warn the students to not be victims of the Crusher or allow the Crusher to pass on this deadly virus.

### MATERIALS NEEDED FOR ACTIVITY:

- small plastic zip@lock bags
- cotton balls
- Q-tips
- masking tape (rolled onto popsicle sticks)
- self-esteem pills (Skittles work best)



**EVERY  
CREATURE  
COMMUNICATES**

**WHAT IS  
YOUR STYLE?**

Three horizontal lines on the left side of the page, and three horizontal lines on the right side of the page, framing the central text.

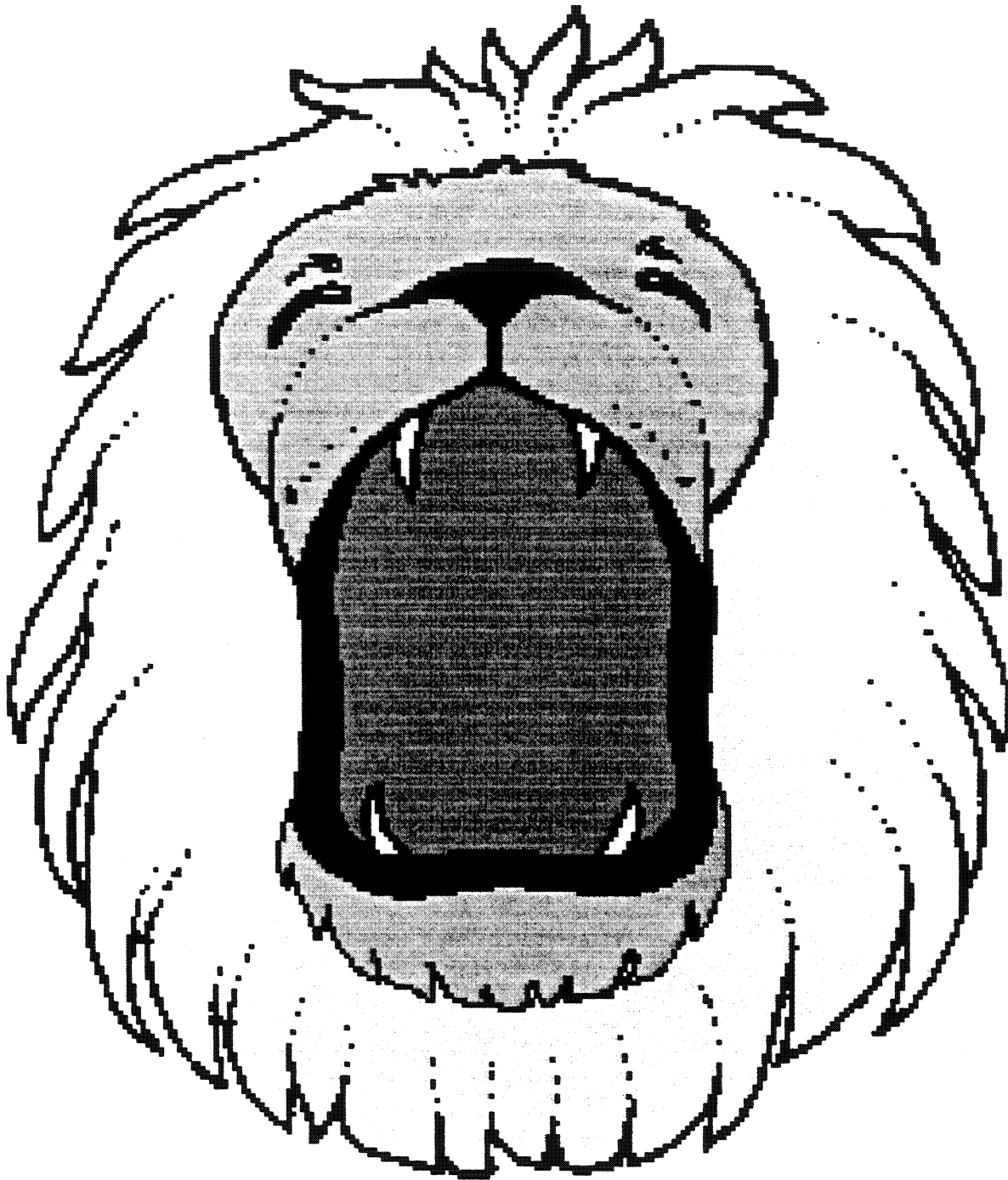


**PURR-FECTLY CLEAR?**

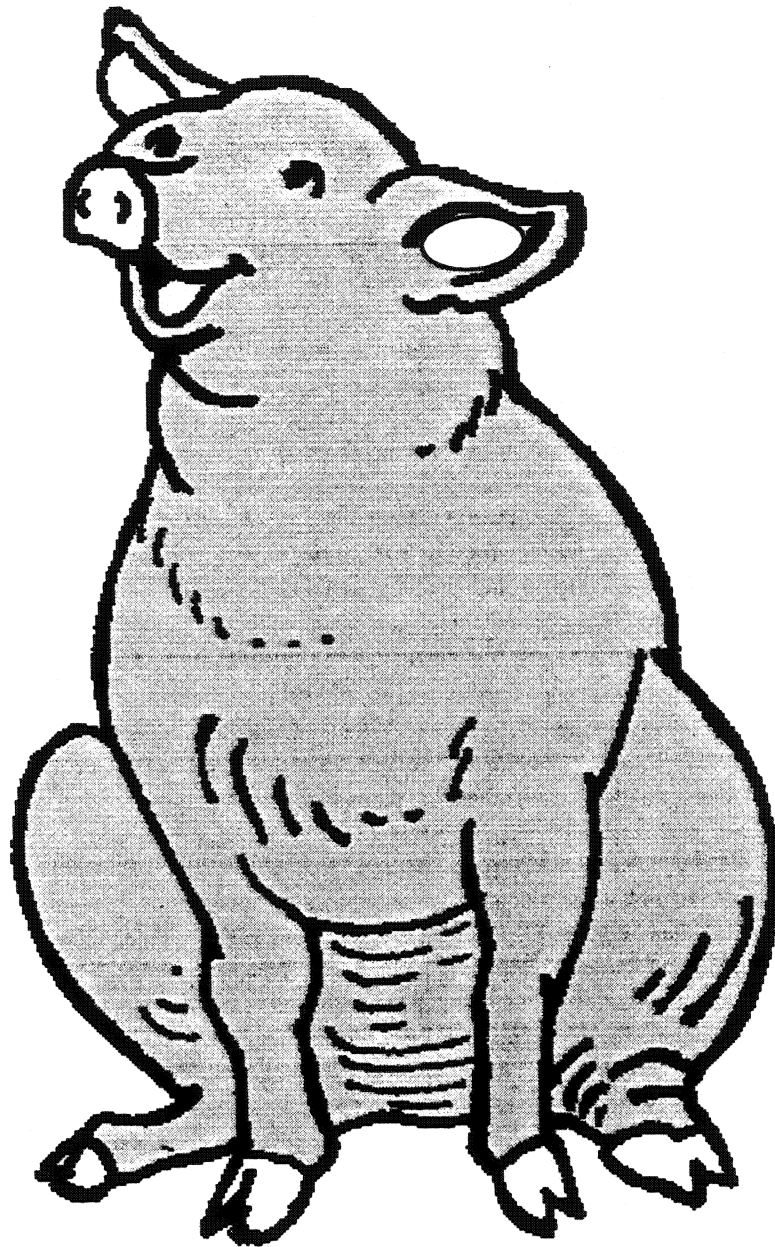




**BARK FREQUENTLY?**



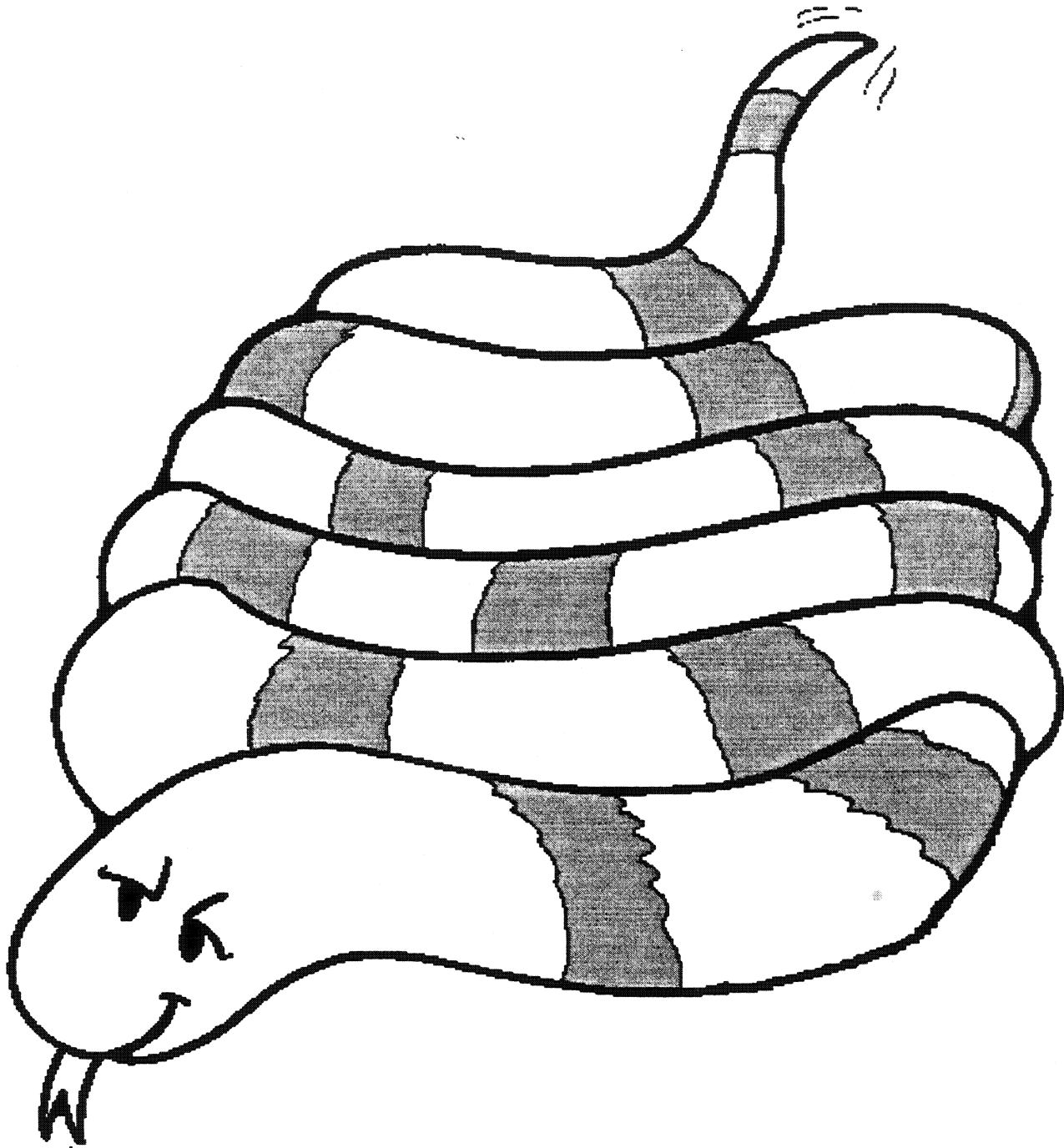
**ROAR AT EVERYBODY?**



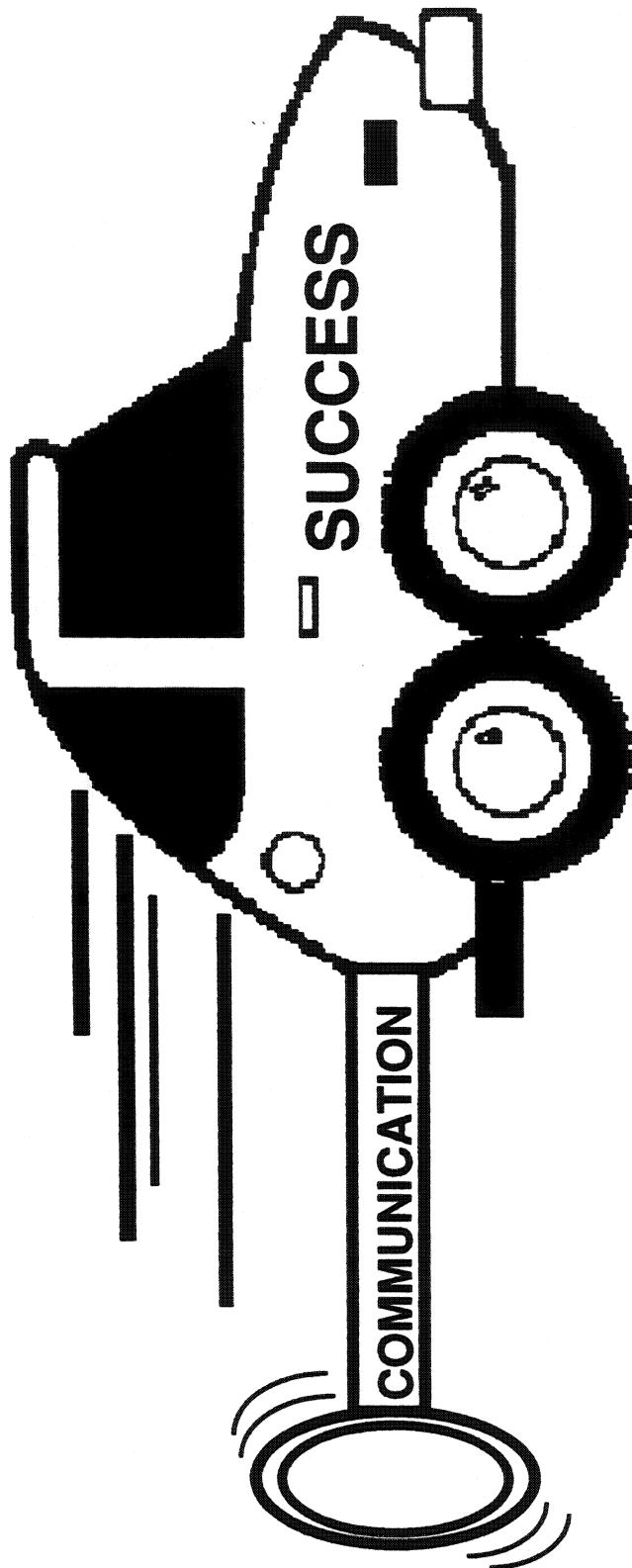
**HOG THE CONVERSATION?**



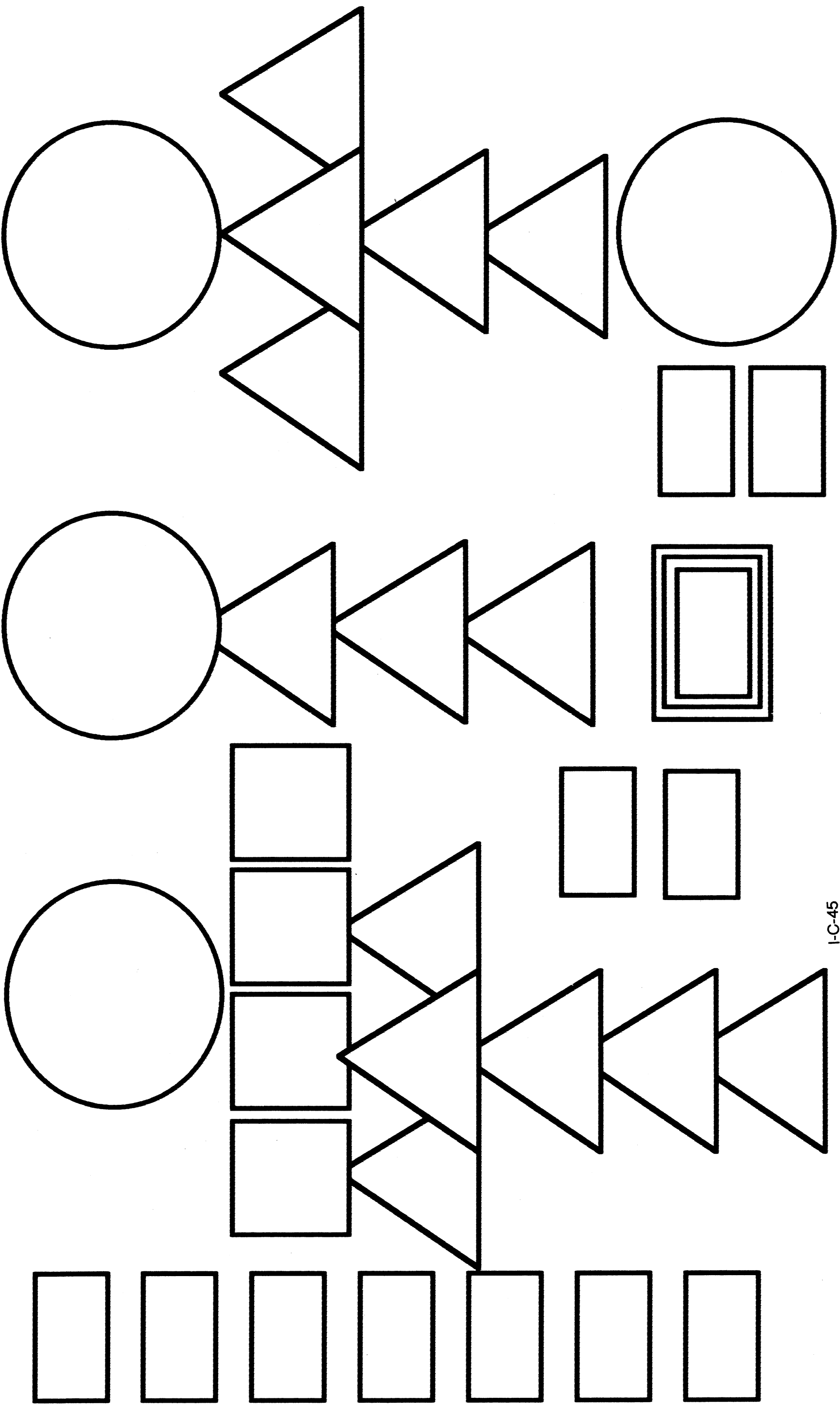
**KEEP EVERYONE  
AT A DISTANCE?**



# HISS AND ATTACK?



**HOW TO RESOLVE CONFLICTS SO EVERYONE WINS!**



# HOW TO RESOLVE CONFLICTS SO EVERYONE WINS!

