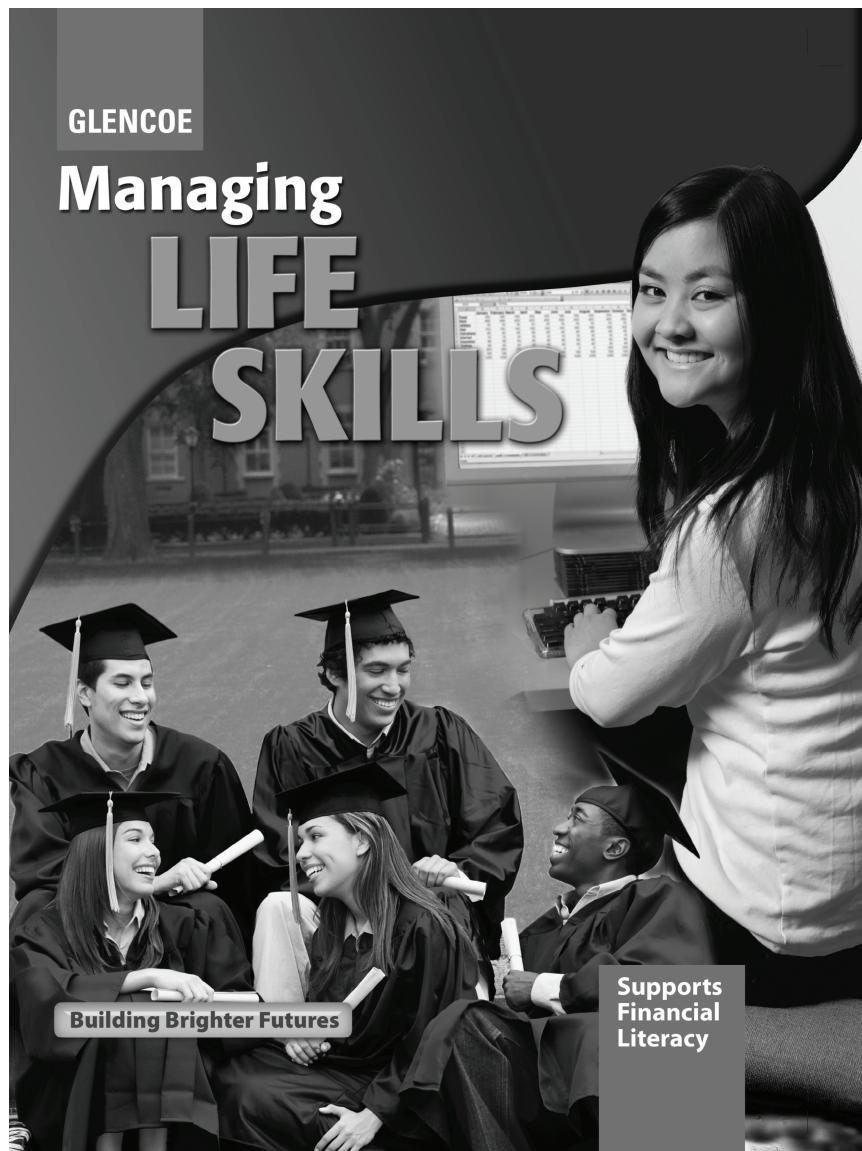


Managing **LIFE SKILLS**

INTERPERSONAL SKILLS



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Send all inquiries to:
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1 2 3 4 5 6 7 8 9 10 15 14 13 12 11 10

Table of Contents

Activity

| | |
|---|----|
| Activity 1 Using "I" Messages | 4 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 2 Using Assertive Communication | 5 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 3 Using Body Language Effectively | 6 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 4 Communicating Clearly | 7 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 5 Starting a Conversation | 8 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 6 Responding to Criticism..... | 10 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 7 Listening Actively | 11 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 8 Communicating by Telephone | 12 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 9 Communicating in Writing | 13 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 10 Communicating by Using Technology..... | 14 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 11 Avoiding Sending Mixed Messages..... | 16 |
| <i>(Interpersonal Skill-Communicating Effectively)</i> | |
| Activity 12 Delegating Tasks..... | 18 |
| <i>(Interpersonal Skill-Leadership)</i> | |
| Activity 13 Managing Effectively | 20 |
| <i>(Interpersonal Skill-Leadership)</i> | |
| Activity 14 Making Good Decisions..... | 22 |
| <i>(Interpersonal Skill-Leadership)</i> | |

(Continued on next page)

Table of Contents (continued)

Activity

| | |
|---|-----------|
| Activity 15 Solving Problems | 24 |
| <i>(Interpersonal Skill-Leadership)</i> | |
| Activity 16 Ethical Leadership | 26 |
| <i>(Interpersonal Skill-Leadership)</i> | |
| Activity 17 Preventing Conflicts by Examining Attitudes..... | 28 |
| <i>(Interpersonal Skill-Conflict Resolution)</i> | |
| Activity 18 Negotiation and Mediation..... | 30 |
| <i>(Interpersonal Skill-Conflict Resolution)</i> | |
| Activity 19 Peer Mediation | 31 |
| <i>(Interpersonal Skill-Conflict Resolution)</i> | |
| Activity 20 Resolving Group Conflict..... | 32 |
| <i>(Interpersonal Skill-Conflict Resolution)</i> | |
| Activity 21 Building Esteem | 33 |
| <i>(Interpersonal Skill-Teamwork)</i> | |
| Activity 22 Making Group Decisions | 34 |
| <i>(Interpersonal Skill-Teamwork)</i> | |
| Activity 23 Working Cooperatively | 36 |
| <i>(Interpersonal Skill-Teamwork)</i> | |
| Activity 24 Accepting Authority..... | 38 |
| <i>(Interpersonal Skill-Teamwork)</i> | |
| Activity 25 Managing Peer Pressure | 40 |
| <i>(Interpersonal Skill-Refusal Skills)</i> | |
| Activity 26 Recognizing Reciprocity | 41 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 27 Initiating Friendship..... | 42 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 28 Balance in Relationships-Making Time for Others..... | 44 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 29 Demonstrating Sociability..... | 45 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |

(Continued on next page)

Table of Contents (continued)

Activity

| | |
|--|-----------|
| Activity 30 Showing Tolerance..... | 46 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 31 Accepting Personality Differences | 47 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 32 Granting and Accepting Forgiveness..... | 48 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 33 Offering Emotional Support | 49 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 34 Demonstrating Patience | 50 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 35 Showing Respect When Guiding Children | 52 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 36 Demonstrating Trust in Relationships..... | 54 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 37 Coping-Handling Rejection..... | 56 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 38 Coping-Dealing with Loss | 58 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |
| Activity 39 Recognizing and Showing Empathy..... | 60 |
| <i>(Interpersonal Skill-Building Positive Relationships)</i> | |

Activity 1

Using “I” Messages

Goal: To identify and use “I” messages to express needs and wants in a relationship.

An “I” message is a statement that describes a specific behavior or event, tells the effect that behavior or event has on you, and tells the feelings that you have as a result. “I” messages allow you to let people know how you feel without blaming them. “I” messages are much more effective than “you” messages, which place the blame for your feelings on another person.

Part I: Identifying Message Styles

Directions: In the blank in front of each statement below, write “I” or “you” to identify the message style of the statement. On separate paper, reword each “you” message to make it an “I” message. Then explain why you think this message will be more effective than the original “you” message. Attach your paper to this activity sheet.

- _____ 1. When you roll your eyes at what I say, it makes me feel that my opinions don’t count.
Your expression makes me feel that you don’t respect me.
- _____ 2. You are never ready when you’re supposed to be. Because you’re so disorganized, I’m always late.
- _____ 3. You embarrass me when you mock the way Marcia’s family talks. People think I’m just as rude as you are because we’re friends.
- _____ 4. Just because you’re too lazy to take notes in class, you ask to borrow mine everyday. You must think I’m your secretary.
- _____ 5. Because you didn’t tell me your plans changed, I missed a chance to go with my sister.
I feel angry that you didn’t tell me you weren’t coming.
- _____ 6. Because you think you know more than everyone else, you boss everyone around. You may think you’re my leader, but you aren’t.

Part II: Applying Your Skills

Directions: Read each of the situations below. On a separate sheet of paper, write an “I” message that each individual could use to express his or her feelings in each situation. Attach your paper to this activity sheet.

1. James feels that his dad does not allow him enough independence.
2. Shannon feels that her friend Chris is being unfair to her.
3. Josh feels uncomfortable with the conversation or actions of the group he is with.

Using Assertive Language

Goal: To use an assertive communication style.

Having an assertive communication style means expressing your ideas openly and directly while respecting the rights of others. Assertive communicators express their ideas firmly and with confidence, but unlike aggressive communicators they are not overly forceful and pushy. Assertive communicators often use “I” messages.

Part I: Identifying Assertive Communication Style

Directions: Identify the statements below that are examples of assertive communication by writing “1” in the blank in front of each assertive statement and “X” in front of those that are not assertive. On separate paper, briefly explain the characteristics of each of the seven statements that made you decide whether it *was* or *was not* an example of assertive communication. Attach your paper to this activity sheet.

- _____ 1. People who know anything at all about music know that *Sing* is the best group around. How could you still like the *Hummers*?
- _____ 2. I guess it would be okay if we went to the mall instead of going to the movies like we planned.
- _____ 3. I’m trying to eat a more balanced diet and the Burger Plaza doesn’t give much choice. How about trying the Shade Tree Diner instead?
- _____ 4. Please don’t speak to me in that tone of voice. It makes me feel that you think I’m not very smart.
- _____ 5. No thanks. I don’t smoke.
- _____ 6. I would like to play, but I really have to study Tuesday afternoon. Could we play on Wednesday instead?
- _____ 7. This is not what I ordered. Please take it back.

Part II: Applying Your Skills

Directions: On separate paper, write a statement to convey each of the messages below using an assertive communication style. Attach your paper to this activity sheet.

- 1. You are dissatisfied with the food you have been served in a restaurant. You want to try something different. You do not want to pay for the first dish.
- 2. You washed a new shirt, and the seams came loose. You want to get your money back.
- 3. You are charged a price for a car repair that is greater than 25 percent higher than the one quoted to you by a repair person. You want to pay no more than 10 percent over the price you were quoted.

Activity 3

Using Body Language

Goal: To be aware of the messages conveyed by body language and to use body language effectively during a job interview.

Body language refers to a person's posture, facial expressions, gestures, and way of moving. The presence or absence of eye contact—direct visual contact with another person's eyes—is also part of body language. People may form opinions about you based on your body language.

Part I: Interpreting Body Language

Directions: On separate paper, briefly explain the message that each of the following body language descriptions conveys to you. Attach your paper to this activity sheet.

- | | |
|--------------------------|------------------------------------|
| 1. Avoiding eye contact | 10. Slouching |
| 2. Sitting erect | 11. Maintaining eye contact |
| 3. Walking with a bounce | 12. Keeping hands clasped |
| 4. Tapping a toe | 13. Hunching shoulders |
| 5. Rolling eyes | 14. Frowning or scowling |
| 6. Smiling | 15. Holding arms folded over chest |
| 7. Raising eyebrows | 16. Biting lip |
| 8. Biting fingernails | 17. Keeping shoulders back |
| 9. Blinking rapidly | 18. Leaning slightly forward |

Part II: Demonstrating Body Language in a Job Interview

Directions: With a group of classmates, take turns role-playing an employer and a job candidate at a job interview. Group members who are not role-playing should evaluate the body language used and decide if it was appropriate for the image being demonstrated. Role-play to demonstrate the following images:

1. A candidate sincerely interested in the job and confident of his or her ability to do it.
2. A candidate who really wants the job but is unsure of his or her ability to be successful.
3. A candidate who does not have a sincere interest in getting the job or in work in general.
4. A candidate who is very uncomfortable and nervous about being interviewed.
5. A candidate who is overly confident and so relaxed that his or her behavior seems disrespectful.

Part III: Applying Your Skills

Directions: Observe the body language of three people in the classroom and three people in a social setting. On separate paper, record your observations. After each observation, explain why you think that person's body language had a positive or negative effect on his or her personal image. To protect privacy, do not use any person's real name. Attach your paper to this activity sheet.

Communicating Clearly

Goal: To use both verbal and nonverbal communication to clearly communicate your message.

To be sure that people are getting the message you want to convey, you have to first clearly understand the message yourself. Then you have to use both verbal and nonverbal communication skills to send that message so that the receiver clearly understands your intent.

Part I: Analyzing Communication

Directions: In the blank in front of the communication below, write “Clear” if you think it will achieve the desired outcome, write “Unclear” if you think it won’t. On separate paper, reword each unclear message to make it clear. Directly below each rewrite, suggest nonverbal messages that will help get the meaning across. Attach your paper to this activity sheet.

- _____ 1. Desired outcome: The electric drill doesn’t work, it’s still under warranty, and you want a refund.
Communication: “I bought this here and I’m having trouble with it. I was trying to put together a file cabinet and it kept stopping. I’m really fed up. I wish I never bought it.”
- _____ 2. Desired outcome: Ned has been waiting for service; the clerk ignores him and begins to wait on a customer who just came in. Ned wants to be served first.
Communication: “Excuse me, but I’m next. I’ve been waiting here for more than ten minutes.”
- _____ 3. Desired outcome: Wanda wants her husband Lance to help with the laundry.
Communication: “I had a really tough day at work. After dinner I have to bake a cake for school. And the laundry has to be done tonight. I just feel overwhelmed.”
- _____ 4. Desired outcome: Rick wants his parents to extend his weekend curfew.
Communication: “I think I am old enough and have shown I’m responsible enough to stay out later. Can we move my curfew to 11:30 p.m. on Friday and Saturday nights?”

Part II: Applying Your Skills

Directions: Observe one specific message for each of five people in a social or business setting. On separate paper, record your observations. After each observation explain why you think that each person’s communication *was* or *was not* clear and successful. For unclear messages, suggest how the person might have improved his or her communication. To protect privacy, do not use any person’s real name. Attach your paper to this activity sheet.

Activity 5

Starting a Conversation

Goal: To develop strategies for starting a conversation with someone you don't know.

Everyday topics such as class assignments or movies or even the weather are fine conversation openers. If you express yourself clearly, honestly, and politely, most people are going to be pleased that you are showing an interest in them. Sometimes you can begin a conversation by making a comment about what is happening around you. "I've never seen this much traffic on Macon Street." However, the technique that works best is to ask an open-ended question. "What do you think of this traffic?" Always avoid sensitive or controversial topics.

Part I: Suggesting Effective Conversation Starter Questions

Directions: Read each of the scenarios below. On the lines that follow, write an appropriate question to start a conversation with the person described.

1. You are standing at the bus stop waiting for the school bus. The bus is late, and you have been waiting longer than usual. You are concerned that the bus is not going to get to school before the first bell rings. The sky is beginning to darken, and the wind is picking up. A teen whom you don't know, but have seen at school, is also waiting.

2. It's the first practice session of the park softball team that you have just joined. Pat, the one person you know on the team, isn't going to be there today. You're new to the team and a little unsure of yourself. Another player sits down on the grass near you.

3. It's a sunny day, and a lot of students are sitting on the stairs to the school. You spot a classmate from your math class, whom you know only by sight. You would like to get to know the person, so you sit down nearby.

4. You are at a community picnic in the park. You are standing at the dessert table trying to decide what to try next. A person about the age of your parents comes up beside you.

Starting a Conversation (continued)**Part II: Keeping the Conversation Going**

Directions: A conversation can be compared to a game of table tennis. Both table tennis players have to keep sending the ball to the other person's court to keep the game going. In a conversation, both speakers have to keep exchanging the speaking role to keep the conversation going. Read each of the conversation starters and replies below. Then, on the lines that follow, write what you, as the conversation starter, might say next to keep the conversation going.

1. **Conversation starter:** "I've seen you carrying your violin case a lot of times. Have you been taking lessons long?"

Reply: It seems like a long time, but I've only been taking violin for three years.

2. **Conversation starter:** "I've been reading about the big game last night. Did you get to see it?"

Reply: "No. I'm not really interested in sports very much."

3. **Conversation starter:** "You've got the same algebra book that I do. How's your class going?"

Reply: "I'm in Ms. Patel's class. I love math, but we sure have a lot of homework."

4. **Conversation starter:** "Hi. How's your day going?"

Reply: "Pretty good so far. How about you?

Part III: Applying Your Skills

Directions: Begin two conversations with people you do not know. Apply the tips you learned from this activity and remember to avoid sensitive or controversial topics. Save those topics for people you know better. On separate paper, summarize the beginning of each of the conversations and evaluate the success of each incident. To protect privacy, do not use any person's real name. Attach your paper to this activity sheet.

Activity 6

Responding to Criticism

Goal: To respond to constructive criticism at work in an effective and professional manner.

Constructive criticism in the workplace should include suggestions for correcting a problem. The key to responding to criticism from a supervisor in an effective and professional way is to focus on getting all the information you need to understand the criticism and to improve your performance. Defensive responses, such as trying to shift the blame to others, are not helpful and tend to turn a professional guidance session into a personal argument.

Part I: Analyzing Communication

Directions: In the blank in front of each set of responses to criticism write the letter “A” or “B” to indicate the most effective, professional way to respond.

- _____ 1. **Response A:** “When would someone have time to go over the process with me so that I can learn to do it correctly?”
Response B: “You know, no one has ever really taken the time to teach me how to do this. What I do know I had to figure out on my own.”
- _____ 2. **Response A:** “If Alan doesn't get his materials to me on time, how do you suggest I deal with it?”
Response B: “I can't get my part done until Alan does his part. He is the problem.”
- _____ 3. **Response A:** “Roxanne is doing a bad job and you're upset with me for telling her?”
Response B: “Are you saying I should just accept what ever Roxanne does, or do you think it was how I said it?”
- _____ 4. **Response A:** “That's exactly opposite of what Mr. Casey said to do. I'm never going to be able to do anything right if everyone keeps changing their minds.”
Response B: “That is very different from what Mr. Casey has asked me to do. Can we go talk with him to make sure we are all in agreement on how I should proceed? I really want to get this right.”

Part II: Applying Your Skills

Directions: Recall a recent incident during which you were offered constructive criticism. Analyze your response and the effect it had on the discussion. On separate paper, summarize why you think your response *was* or *was not* effective. Explain why you *would* or *would not* respond differently if a similar situation occurs. As an alternative, you may recall an incident in which you observed someone giving constructive criticism to another person. How did the person receiving the criticism respond? Was the response effective or not effective? What effect did the response have on the discussion? How might you respond in a similar situation? Attach your paper to this activity sheet.

Listening Actively

Goal: To use active listening to help promote real understanding.

An important part of listening actively is to provide feedback to let the speaker know that you have heard and understood what was said. You can show empathy by using such phrases as “That sounds unfair” or “You must have felt hurt” or “What will you do?”

Part I: Using Feedback as Part of Active Listening

Directions: Take the part of speaker B in the conversations below. Write an appropriate active listening response on the lines provided. Enclose nonverbal responses in parentheses.

A: I feel so upset. I dropped my science project getting on the school bus this morning. It's a mess.

B: _____

A: Mrs. Wickham just criticized me for being late again. I was only two minutes late!

B: _____

A: I didn't make the team.

B: _____

Part II: Applying Your Skills

Directions: Think of two feedback responses to incorporate into your active listening skills. Use the feedback responses for a day. On separate paper, summarize your experiences. Tell whether you thought the responses were equally effective. Attach your paper to this activity sheet.

Activity 8

Communicating by Telephone

Goal: To communicate clearly when making arrangements by phone and when leaving voice mail.

When making arrangements by telephone, think through your message before you place the call. Speak clearly and politely and stick to the point of your communication. When leaving voice mail, keep your message short and informative. Include all the information necessary to communicate your message. Always identify yourself and leave your phone number.

Part I: Recognizing a Clear Telephone Message

Directions: Read each telephone message below. If you think the message is clear, write “c” in the blank in front of the message. Write “X” if you think the message is not clear.

- _____ 1. “Hello. My name is Jose Fernandez. I brought my car in yesterday, and I’m calling to see if you have the estimate ready on the cost of repairs.”
- _____ 2. “Hi, I was wondering about those art classes.”
- _____ 3. “Hi. This is Caitlin Snow. I want to make an appointment with Tina to get my hair cut. I can come any day next week after 4:00.”
- _____ 4. “Hello. Could you please tell me what the current interest rates are on your certificates of deposit?”

Part II: Making a Business Call

Directions: On separate paper, write an appropriate telephone message to convey each of the situations described below. Attach your paper to this activity sheet.

- 1. You are calling your dentist’s office to change your appointment from next Tuesday, the 17th, at 3:30 p.m. to sometime the week after next.
- 2. You are calling a furniture store to tell them that the desk that was delivered is not the one you ordered and that you want them to pick it up and deliver the correct one.
- 3. You are calling a utility company to tell them that there is an error in your bill. The bill doesn’t show your last payment. You want to know how to get it corrected.

Part III: Applying Your Skills

Directions: On separate paper, write a voice mail message to tell your parent or guardian that your practice was cancelled, that you are going to your friend Murphy’s house to study, that you will be home at 6:30 p.m. for dinner, and that when you come you will bring the milk from the grocery store you were asked to pick up on the way home from school. Attach your paper to this activity sheet.

Communicating in Writing

Goal: To communicate clearly when conveying specific information in writing.

When you communicate in writing, consider the person to whom you are writing and the purpose of your message. Use an appropriate tone. A business letter requires a more formal and respectful tone than you might use in a letter to a friend. Keep your message simple. Use straightforward language and make your points clearly. Proofread your work before you send it.

Part I: Recognizing a Proper Tone

Directions: For each of the letter recipients and letter purposes described below, there is a passage from a letter to that person for the stated purpose. If the tone of the passage seems proper for that person and that purpose, write “P” in the blank in front of the message. Write “X” if you think the tone is not proper and, on the lines that follow, write an alternative message in an appropriate tone.

- _____ 1. **Recipient:** Elderly relative. **Purpose:** To thank relative for a bookstore gift certificate.
“Hey, thanks for the gift. I can use it!”

- _____ 2. **Recipient:** City official. **Purpose:** To voice concern over a dangerous intersection.
“I am writing to inform you and your department of a serious traffic hazard ...”

- _____ 3. **Recipient:** Potential boss. **Purpose:** To ask if there is a summer work opportunity. “School’s out next month, and to be honest I need a summer job. Are you hiring?”

Part II: Writing a Thank-You Letter Following a Job Interview

Directions: Assume that last Thursday you had a job interview with Stacy Wilson--the Production Director at the Technical Imaging Corporation. You liked what you saw at Technical Imaging and hope that they will hire you as a production assistant. You don’t have much experience in the field, but you have had extensive training using the software the company uses and are eager to learn the business. You are wondering when you will know if you got the job or not. On separate paper, write a letter to thank Ms. Wilson for granting you the interview. Attach your paper to this activity sheet.

Part III: Applying Your Skills

Directions: On separate paper, write a note of comfort to a friend. The note can be to a person who has suffered a significant illness or accident; to a person who has lost a loved one; or to a person who has lost a well-loved pet. To protect privacy, do not use any person’s real name. Attach your paper to this activity sheet.

Activity 10

Communicating by Using Technology

Goal: To send effective e-mail communications.

In general, the guidelines for communicating effectively by telephone and in writing also apply to email and other electronic transmissions. The greatest asset of e-mail—its immediacy—is also among its greatest hazards. A hasty e-mail response, when printed out, becomes a permanent record of something that you never intended to say—and wouldn’t have if you had thought it through.

Part I: Recognizing Effective E-mail Messages

Directions: Read *Tips for Effective E-mailing* below. For each of the e-mail messages that follow, list the letters of the tips the message demonstrates and the letters of those it doesn’t. Place an arrow on the continuum to show your overall evaluation of the message.

Tips for Effective E-mailing

- A. Restrict a message to a single topic or question when possible.
 - B. Stick to the subject of your message.
 - C. Clearly identify yourself and, if appropriate, the organization you represent.
 - D. Use a tone and language appropriate for your intended audience.
 - E. Because meaning is hard to guess without hearing tone of voice or seeing facial expressions, avoid jokes and sarcasm that might be misinterpreted as criticism.
1. Hi, Mr. Karble: I'm going to be really busy next Saturday and need my work hours changed. Maybe Jamal can work that day. Jamal? Work? Ha! Which reminds me did you order our tee shirts yet? Did I order a medium? Maybe I need a large. See you next week.

Tips demonstrated: _____ Tips not demonstrated: _____

Effective _____

Poor _____

2. Dear Ms. Lockwood: I am interested in the part of *Blanch* in this year's community theater summer project. I've acted in several productions at my high school. Perhaps you have seen some of them. Please let me know when tryouts are.

Thanks, Kim Young

kyoung@e-mail.com

Tips demonstrated: _____ Tips not demonstrated: _____

Effective _____

Poor _____

Communicating by Using Technology* (continued)*Part II: Composing Effective E-mail Messages**

Directions: On the lines below, write an appropriate e-mail to suit each of the message circumstances described. Use the *Tips for Effective E-mailing* on the previous page as a guide.

1. Randy wants to tell his best friend Carlos that they can work on their project at his house tomorrow after school and that Randy's mother said Carlos can stay for dinner if he'd like.

2. Mallory wants to ask her teacher, Mr. Tully, if she can take a makeup test this Friday at 3:00 p.m. after her last class to replace the math midterm exam that she missed.

3. Jenna wants to contact the career center at the local hospital. She wants to request information about various careers in health care and ask if there are part-time work opportunities available for her after school or on the weekends.

Part III: Applying Your Skills

Directions: Demonstrate your ability to alter tone and language style by writing two e-mail messages thanking someone for helping you. Use a formal, business tone and language for one. Write the other using a familiar tone and casual language. Both should reflect the *Tips for Effective E-mailing*. To protect privacy, do not use any person's real name. Use separate paper and attach your paper to this activity sheet.

Activity 11

Avoiding Mixed Messages

Goal: To make sure words, tone of voice, and body language communicate the same thing to avoid sending a mixed message.

A mixed message conveys two different meanings. Mixed messages usually are conveyed in two ways. Either body language doesn't match words, or tone of voice doesn't match words. If you send a mixed message, the receivers of your message will be unsure of what exactly the message is. They will be forced to interpret the message from conflicting information. They may decide to believe your words, or they may decide to believe your actions or tone.

Part I: Analyzing Mixed Messages

Directions: Read each scenario below. Underline the words in the scenario that describe a message being sent by the speaker. On the lines that follow, identify the two messages being sent.

1. Anita's mother clenched her teeth together. She turned away quickly but not quick enough to keep Anita from seeing her smile. When she started to speak, the first words came out with a small, muffled gurgle. "Anita, I do not think that joke is funny;" said her mother.

2. When his brother asked if Ralph was OK, Ralph sighed and shrugged his shoulders. Then he looked up at his brother and gave a small smile. Ralph's mouth smiled, but his eyes remained sad. "I'm fine;" said Ralph, looking at the floor.

3. Dennis was almost out the door on his way to skateboard when his step mom reminded him that he had promised to carry some things down from the attic for her. Dennis rolled his eyes, threw his board on the bench, and stomped up the stairs. His step mom asked if he was upset. "No, of course not;" said Dennis, through clenched teeth as he slammed the attic door.

Avoiding Mixed Messages (continued)**Part II: Identifying the Meaning of Nonverbal Messages****Directions:** Follow the directions that accompany each situation.

1. Mr. Sanders is reminding his son of his curfew time. “Don’t forget, Peter, be home by 10:30 p.m.” Describe nonverbal messages that would reinforce the verbal message by conveying the idea that Peter’s dad was confident about the curfew and he expected Peter to follow it.

Describe nonverbal messages that would create a mixed message by conveying the idea that Peter’s dad was unsure about the curfew time and wouldn’t be upset if Peter were late.

2. Because it was raining, Marley asked her mother if she could pick her and her friend up after practice. Her mother said, “I’ll have to reschedule an appointment, but I’ll be there.” Describe nonverbal messages that would reinforce the verbal message by conveying the idea that Marley’s mother did not mind rearranging her own schedule to help out Marley.

Describe nonverbal messages that would create a mixed message by conveying the idea that Marley’s mother resented having to rearrange her own schedule to accommodate Marley.

Part III: Applying Your Skills**Directions:** On separate paper, record your observation of a mixed message without using the real names of those involved. Then, explain what the two messages were and how they might be interpreted. Suggest how misunderstandings might result from this mixed message. Attach your paper to this activity sheet.

Activity 12

Delegating Tasks

Goal: To assess team members' abilities and match individuals with tasks to be accomplished.

Effective leaders delegate, or assign tasks to other team members. To delegate successfully, match the abilities of team members to the tasks to be accomplished.

Part I: Assessing Abilities

Directions: You have been appointed leader of a team of students who will plan, build, and operate a booth at the community Earth Day Fair. Read descriptions of your team members below. Assess the abilities of each team member. To record your assessment in the chart that follows, write "s" if the ability is a strength for that person and "w" if the ability is a weakness. If you have no information, leave the square blank.

Logan is an active ecology volunteer and knows a lot about the environment. He's an excellent researcher and writes clear, effective essays. He's kind of shy and can get so involved he loses track of things. He works in the biology lab after school.

Alicia wants to be an accountant. She's a smart consumer and is always on schedule. She's newly interested in ecology and has a lot to learn. She's a confident speaker but not very artistic. She writes for the school paper.

Max is good with money but hates to shop. He enjoys talking to people but avoids writing. He's a whiz on the Internet and is an artist. He likes to work on carpentry projects.

Carly likes to read books about the environment. Her hobby is finding and downloading photos of animals on the Internet. She won a prize for graphic design. She gets an A in every science lab but can't seem to keep her money straight. She avoids shopping.

| Ability ... | Logan | Alicia | Max | Carly | You |
|---|-------|--------|-----|-------|-----|
| To keep accounts and handle money. | | | | | |
| To shop for best deals. | | | | | |
| To attend to all details of a project. | | | | | |
| To discuss ecology issues in depth. | | | | | |
| To research information. | | | | | |
| To download and print from the Internet | | | | | |
| To write clear, interesting explanations. | | | | | |
| To deal effectively with strangers. | | | | | |
| To use lab equipment correctly. | | | | | |
| To use tools safely and effectively to create artistic designs. | | | | | |

Delegating Tasks (continued)**Part II: Matching Abilities to Tasks**

Directions: Use the chart that you completed on the previous page to delegate team members to the following tasks. Beside each task, write the name of the team member(s)-including you-who will be responsible for that task. Distribute the work as evenly as possible.

| Task | Team member(s) |
|--|----------------|
| 1. Handle the budget, hold all monies, pay all bills. (1 person) | |
| 2. Make arrangements, fill out and submit forms. (1 person) | |
| 3. Plan the demonstration. (2 people) | |
| 4. Download and print images from the Internet. (1 or 2 people) | |
| 5. Research ecology information. (2 people) | |
| 6. Design the display. (1 or 2 people) | |
| 7. Buy materials to build booth. (1 or 2 people) | |
| 8. Build booth. (2 or 3 people) | |
| 9. Compose signs, posters, and banners. (2 people) | |
| 10. Explain demonstrations and exhibits to public. (3 people) | |
| 11. Put on demonstrations. (2 to 4 people) | |
| 12. Pass out Earth Day badges to booth visitors. (3 people) | |

Part III: Applying Your Skills

Directions: A team may be ongoing, such as sports teams, or temporary, such as project teams. Write answers to the following on separate paper and attach it to this activity sheet.

1. Describe an ongoing or temporary team of which you are now or have recently been part.
2. Describe how tasks are delegated on the team.
3. Describe the tasks you perform or performed for that team.
4. Briefly tell why you think your abilities *are* or *are not* a good match for these tasks.

Activity 13

Managing Effectively

Goal: To apply the specific managing skill of scheduling in various settings.

Effective leaders are good managers. They are able to see the big picture and are skilled in planning, organizing, and implementing a project. One specific managing skill is scheduling. You can apply your scheduling skills in the workplace, at school, and at home.

Part I: Scheduling Steps to a Project

Directions: One way to schedule a project is to list the tasks that must be accomplished and determine when they should be started and completed in relationship to the end of the project. Use this method to schedule the creation of an employee handbook to be distributed at a meeting next month. The steps of the project are listed below in alphabetical order. Place step numbers in the appropriate place on the chart. Some periods may have multiple tasks listed.

- | | | |
|--|------------------------------------|---------------------------|
| 1. Assign writing | 6. Edit writing | 11. Staple cover to pages |
| 2. Complete writing | 7. Prepare final pages on computer | 12. Take photographs |
| 3. Correct any mistakes in final pages | 8. Print fifty copies of cover | 13. Write outline |
| 4. Create cover sample | 9. Print fifty copies of pages | |
| 5. Design cover | 10. Proofread final pages | |

| Time Relative to Presentation Date | Task(s) |
|------------------------------------|---------|
| 5 weeks before | |
| 4½ weeks before | |
| 4 weeks before | |
| 3½ weeks before | |
| 3 weeks before | |
| 2½ weeks before | |
| 2 weeks before | |
| 1½ weeks before | |
| 5 days before | |
| 4 days before | |
| 3 days before | |
| 2 days before | |
| 1 day before | |
| Day of presentation | |

Managing Effectively (continued)**Part II: Scheduling Resource Use**

Directions: There are four students in your biology study group, Tina, Jesse, Modisha, and you. The group meets to study together for an hour and a half on Monday and Wednesday afternoons after school. They can also get together to exchange information and resources every day at school. Today is Monday. The midterm is a week from Friday. The group has gathered study resources to prepare for the midterm exam. The resources are listed in the chart below.

Complete the chart to assign resources-use times, so members of your study group can share the study resources before the test. Write the name of the member who will have use of each resource on each day. A successful schedule will, as much as possible, give everyone equal time with each item and not give any person more than they can handle before the next trade-off time.

| Resource | Mon | Tues | Wed | Thurs | Fri | Sun | Mon | Tues | Wed | Thurs |
|-----------------------------|-----|------|-----|-------|-----|-----|-----|------|-----|-------|
| 5 I-p. fact sheets | | | | | | | | | | |
| 4 2-pp. fact sheets | | | | | | | | | | |
| 12-pp. article | | | | | | | | | | |
| 2-pp. clipping | | | | | | | | | | |
| 4-pp. excerpt 20 pp. Book A | | | | | | | | | | |
| Book B 15 pp. | | | | | | | | | | |
| Book C 5 pp. | | | | | | | | | | |
| Vocabulary study cards | | | | | | | | | | |
| 11 captioned photos | | | | | | | | | | |
| Compilation of class notes | | | | | | | | | | |

Part III: Applying Your Skills

Directions: Create a schedule to organize tasks at home or to plan a family event. You might schedule computer time or another ongoing situation for family members. Or you might use your scheduling skills to plan a special event such as a family picnic or party. A schedule for such an event will have many parts, including when food will be bought, when it will be prepared, how it will be transported, and who will serve it. Write your schedule on separate paper. Attach your paper to this activity sheet.

Activity 14

Making Good Decisions

Goal: To use the six-step decision-making process when making decisions as a leader.

Effective leaders use the decision-making process to identify possible courses of action and to analyze each one. They invite others to participate in identifying and evaluating alternatives and selecting the best course of action. The decision-making process has six steps: identify the decision to be made; list possible options; evaluate the pros and cons of each option; make a choice; act on your decision; and evaluate your choice.

Part I: Listing Possible Options

Directions: Jena, Keri, Hilda, and Mia all work in the same office and have become good friends. They have decided to go on a one-week vacation together. They are trying to decide where to go on their vacation. They want the vacation to refresh their spirits and give them a chance to share a memorable experience. They decide to brainstorm a list possible options.

With two or three partners, think of possible courses of action the friends could take. Try to include the unusual as well as typical choices. As you brainstorm, list the ideas in separate categories on the lines provided below. Some categories and ideas have been provided:

Hiking /Camping

Hike a section of the Appalachian Trail

Learning a New Skill

Art class

Exploring a New City

New York

Volunteering

Habitat for Humanity

Making Good Decisions (continued)**Part II: Evaluating the Pros and Cons of Each Option**

Jena, Keri, Hilda, and Mia eventually narrowed their vacation options down to the following:

- A. Visit a dude ranch in Arizona. Spend most of every day riding horses and working with cattle.
Cost: \$775. Everything included. Learn how to ride a horse and handle cattle.
- B. Build homes in Arkansas for Habitat for Humanity. Cost: \$800. Includes lodging and two meals breakfast and lunch.
- C. Attend investment camp. Learn the basics of financial investing in a camp setting. Cost: \$1,000. Includes lodging, all meals, and all learning materials.
- D. Go on a scuba diving/snorkeling cruise. Take part in guided scuba/snorkeling outings off the Florida Keys. All meals and oceanography lessons included. Cost: \$1,200.

The women decided to evaluate each vacation option on the following five factors:

1. Is it unlikely that this option will negatively affect anyone's health?
2. Is the option within everyone's vacation budget?
3. Does this option support everyone's vacation goals?
4. Does this option respect everyone's personal aversions or limitations?

They summarized this information about themselves.

Jena: Has no health concerns, has a \$1,200 vacation budget, likes being outside, wants to learn something new, wants to do something worthwhile.

Keri: Has a \$1,200 budget, likes being outside but has to limit her time in the direct sun because of a skin condition, can't swim, and is not comfortable in deep water. Wants to learn something new.

Hilda: Is allergic to horses and to most animals. Has a \$1,000 vacation budget. Wants to do something worthwhile and hopes to come back from vacation with a new skill.

Mia: Is an amateur photographer. She hopes someday to be a photojournalist. She wants a vacation that will give her an opportunity to take meaningful pictures. Has a budget of \$1,000.

Directions: On separate paper, make a chart with five columns and five rows. Use row one for column heads. Label the first column *Evaluation Factor*. Label the other columns A, B, C, and D to correspond with the four vacation options described above. In column 1, label the remaining rows 1 through 4 to correspond to the four evaluation factors listed above. Using the information provided, evaluate each vacation. If a vacation would not meet an evaluation factor for one of the women, write her name in that row. When you have completed the chart, circle the vacation you think is the best possible choice for the group. Attach your chart to this activity sheet.

Part III: Applying Your Skills

Directions: If you were responsible for choosing a restaurant for a lunch meeting for your work group, what factors might you consider in evaluating the pros and cons of each restaurant option? Write your ideas on separate paper. For each item listed, explain why it is important to consider that factor when making a decision for a group. Attach your paper to this activity sheet.

Activity 15

Solving Problems

Goal: To recognize practical problems and to follow the REASON process to solve them.

When there is a specific choice to make, you can use the decision-making process. Practical problems require a different approach. A practical problem is a complex situation that has many aspects and involves making several interrelated choices. To solve a practical problem, you must consider values and ethics, as well as facts. Once you have examined a practical problem, you may find it useful to use the REASON process to solve it. The steps of the process are recognizing the primary problem, evaluating information, analyzing alternatives and consequences, selecting the best choice, outlining and taking action, and noting the results of actions taken.

Part I: Recognizing Practical Problems

Directions: The characteristics of practical problems are listed below. Based on these characteristics, decide if each of the following scenarios describes a practical problem or a specific choice problem. In the blank in front of each, write “Practical” if a practical problem is described. Write “Specific” if the situation describes a single decision.

- Practical problems are complex. They usually involve several different issues, and the way to deal with them is not obvious.
- Practical problems have unique circumstances.
- Practical problems affect others.
- Practical problems involve ethical choices.
- You must consider your ethics to determine the right thing to do.
- Practical problems require action.

- _____ 1. Amber is trying to decide whether to buy a new computer or a rebuilt one.
- _____ 2. Darrel, a varsity team basketball player, is thinking about taking a part-time job that will require him to quit the basketball team just before the play-offs begin.
- _____ 3. Grace would like to spend the entire summer with her father, but her mother is already making summer vacation plans for herself and Grace.
- _____ 4. Fletcher is trying to decide if he should sign up for online banking.
- _____ 5. Kelsey is trying to decide if she should buy food for the family and cook or just take everyone out to eat.
- _____ 6. Sergio is trying to decide whether to tell his friend's parents that he thinks the friend has a drinking problem.

Solving Problems (continued)**Part II: Recognizing the Primary Problem**

Directions: The first step of the REASON process is to recognize the primary problem. A practical problem often involves several issues that are intertwined, or tangled. To solve the problem, you must identify the main issue or the root cause. Read each of the situations below and the possible issues that follow. Circle the main issue that you think needs to be addressed.

1. Nearly everyone says that Seth is a good sport. He is always willing to go along with everyone else's ideas. His friends are so used to Seth just going along that they usually don't bother asking his opinion when plans are being made. At lunch, his friends told him they were all going hiking next Saturday. Seth is irritated. He thought they might go to the technology fair.
 - A. Seth doesn't want to hike on Saturday.
 - B. Seth is more interested in technology than his friends are.
 - C. Seth wants to be the leader of his group.
 - D. Seth wants his friends to show him more respect.
2. The people in Tori's department go to a coffeehouse two or three evenings after work. They have coffee and talk about the day before everyone heads for home. Lately the talk at these sessions has focused on negative comments about their supervisor. Tori doesn't agree with the group but doesn't want to jeopardize her good relationships with her coworkers. She has begun to dread the sessions.
 - A. Tori thinks the supervisor is treated unfairly.
 - B. Tori's coworkers are unfair.
 - C. Tori lacks the confidence to stand by her convictions.
 - D. Tori cares more about her friends than her supervisor.
3. Vince's parents expect him to have a career in law. They think he spends too much time practicing guitar. Vince has no interest in law and dropped his prelaw course. He feels that music is his life. Vince keeps his grades up and helps out at home. He thinks that is all his parents can expect of him.
 - A. Vince doesn't like law.
 - B. Vince wants his parents to recognize that it's his life and to respect his rights and choices.
 - C. Vince's parents don't appreciate how responsible he acts at school and at home.
 - D. Vince's parents don't like guitar music.

Part III: Applying Your Skills

Directions: On separate paper, describe a practical problem that you or someone you know is experiencing or has experienced. To protect privacy, do not use any person's real name. Explain what circumstances make this problem a practical one. Attach your paper to this activity sheet.

Activity 16

Ethical Leadership

Goal: To recognize the characteristics of ethical leadership and to develop ethical leadership skills.

Effective leaders practice ethical leadership-leadership based on moral principles. The characteristics of ethical leadership include telling the truth, keeping promises, having and showing respect for yourself and others, accepting responsibility for the consequences of your actions and decisions, and treating all people fairly. Ethical leaders are compassionate and inclusive-they let everyone participate. They have an ethical presence in everything they do.

Part I: Identifying Ethical Leadership Characteristics

Directions: Read each of the descriptions of leaders below. Underline the words or phrases that describe a characteristic of ethical leadership. Circle words or phrases that describe characteristics opposite of the characteristics of ethical leadership. When you have finished, rate this leader by marking an “X” before the phrase that you think best describes him or her.

Leader A is a good listener to people on her team. However, she feels that the shortcomings of people in other departments are the reason for problems in her department. She is tolerant of jokes about people in other departments. When Cindy was having trouble at home, Leader A allowed Cindy to rearrange her work schedule. She denied Brad the same privilege because, as she explained, she felt his situation was not as critical.

Is highly ethical

Is ethical

Shows few ethics

Is unethical

Leader B is always inclusive and treats everyone the same. When the idea that he had for organizing a charity run turned into a comedy of errors, he took responsibility and vowed to do better the next time. He is noted for being honest and trustworthy in his personal life, at school, and at his part-time job. He enjoys being a mentor and is always ready to share what he knows.

Is highly ethical

Is ethical

Shows few ethics

Is unethical

Leader C is excellent at what she does. She has gotten to where she is by working hard. She has little respect for people who think differently than she does, and, although she doesn’t say much, her body language gets that message across. She is very defensive of her position. She feels that her ideas are good-and they usually are-and that if something goes wrong in implementing those ideas, it’s not her fault. She is honest and can give high praise but is not above yelling at people who make mistakes.

Is highly ethical

Is ethical

Shows few ethics

Is unethical

Ethical Leadership (continued)

Part II: Recognizing an Ethical Leader

Directions: On the lines below, describe a leader that you have observed whom you think demonstrates the qualities of ethical leadership. Do not name the person. Underline the words or phrases that support the idea that the person practices ethical leadership.

Part III: Applying Your Skills

Directions: On separate paper, describe a time when you or someone you know exhibited ethical leadership. Explain why you (or he or she) think you *were* or *were not* effective. To protect privacy, avoid using real names if you are describing other people. Attach your paper to this activity sheet.

Activity 17

Preventing Conflicts by Examining Attitudes

Goal: To recognize attitudes that invite conflict and to take steps to adjust these attitudes, if necessary.

The best way to deal with conflict is to prevent it from happening in the first place. You may be able to prevent conflict by adjusting the way you typically react to others. The first step is to examine your attitude. If you discover that you have an attitude that invites conflict, you can take steps to adjust your attitude. You may also be able to help others develop greater self-awareness and adjust their attitudes if needed.

Part I: Recognizing Attitudes That Invite Conflict

Directions: Read each of the following descriptions of attitude characteristics for five people who seem to invite conflict. On the lines that follow, write a rule that would help people avoid this attitude characteristic. The first one has been done for you.

1. Fern has a habit of distorting or exaggerating what people say to her. When recalling an incident, she usually remembers people acting much more aggressive and hostile than they did.

Rule: *Don't distort or exaggerate, even in your own mind, what people say or do.*

2. Jake feels negatively about himself and assumes everyone is finding fault with him, too. He can interpret practically any remark or action as a personal putdown and responds as though it were.

3. Jafar has fixed ideas about groups of people. He feels that people's identity—gender, physical appearance, culture, race, language, and beliefs determine if they are superior or inferior. He is suspicious of people who are different from himself and expects the worst from them. He typically glares at such people.

4. Jolene feels like she doesn't belong to the right crowd. She often feels like an intruder in her own school. She knows she has just as much right as anyone to be there and resents the way she feels. She blames other people—pretty much anyone at school—for making her feel out of place. She always appears angry because she usually is. She is rarely civil to anyone.

Preventing Conflicts by Examining Attitudes (continued)**Part II: Misinterpreting Other People's Words and Actions**

Directions: Misinterpreting other people's words and actions can invite conflict. Each of the scenarios below describes actions or words that could be interpreted in a negative or a positive way. The negative interpretation is provided. On the lines that follow, write an alternative positive interpretation of the behavior.

1. Everyone was running and sliding on the frozen patches on the parking lot. Nate was hurrying toward the building and had his head down. Suddenly he was hit from behind so hard that he lost his footing and dropped his books. "Whoops, sorry:" said the person who hit him. "I slipped:"

Negative interpretation: Nate was hit on purpose. The person wanted to hurt him.

Positive interpretation: _____

-
-
2. Vesta had a new short haircut. She noticed two girls looking at her and talking and smiling.

Negative interpretation: The girls think her haircut looks stupid. They are making fun of her.

Positive interpretation: _____

3. Clayton came into the crowded lunchroom and looked for a place to sit. He had to keep walking around with his books and his tray for several minutes. Finally he saw an empty seat at the table where Bill and Carl were busy talking. Clayton threw his books down nosily in front of the empty seat. When Bill looked up, Clayton glared at him. "Got a problem?" he asked defiantly.

Negative interpretation: Clayton is looking for a fight.

Positive interpretation: _____

Part III: Applying Your Skills

Directions: On separate paper, write a short scenario that demonstrates how having a good attitude can prevent conflict. Attach your paper to this activity sheet.

Activity 18

Negotiation and Mediation

Goal: To negotiate to achieve an acceptable solution to specific conflicts.

Negotiation is communicating about a problem to try to reach an acceptable solution. The ideal solution is a *win-win solution*—a solution that benefits everyone involved and has no real drawbacks for anyone. When a win-win solution is not possible, three other solutions are worth considering: *compromise*, when each party gets something they want but not everything; *agree to disagree*, which is simply accepting that you have a difference of opinion rather than arguing about it; and *withdraw*, or walking away from the situation to give both parties time to calm down and think.

Part I: Negotiation for Various Types of Solutions

Directions: For each of the conflicts described below, decide which of the four types of solutions you think would work best for the situation described. On separate paper, name the type of solution you recommend and explain the reasons for your choice.

1. Jean's supervisor wants Jean to stay late to finish a report, so it will be ready for a meeting at 9:00 the next morning. Jean wants to leave an hour early to attend a program at her child's school. She said she could work at home later to finish the report.
2. For over an hour, Barry and Doug have been trying to schedule their respective parts of a project at work. At this point they disagree about pretty much everything. Their tempers are getting frayed. Their tones of voice are getting edgy.
3. Wes, Mary, and Carla have three different ideas about how to approach the job they have been assigned. Each wants to start with his or her area of expertise because he or she thinks that aspect of the project is most important.
4. Rita and Harry are active in their opposing political parties and argue all the time. Rita thinks her party's candidate is the only logical choice for mayor in the upcoming election. Harry thinks unless his party's candidate wins, the town will decline.

Part II: Mediation

Directions: When other attempts to settle conflict are not successful, mediation can help. Mediation involves settling a dispute with the help of an impartial third party. Choose to act as mediator for one of the conflicts described in Part I. On separate paper, write what you would say and do to encourage the parties to try your solution. Attach your paper to this activity sheet.

Part III: Applying Your Skills

Directions: On separate paper, describe a conflict of which you are aware. Suggest a win-win solution. To protect privacy, do not use the real names of any people involved. Attach your paper to this activity sheet.

Peer Mediation

Goal: To apply the skills of peer mediation.

Peer mediation is a process in which trained students help other students resolve conflicts peacefully. Mediators often see solutions that those involved in the conflict are too upset to see.

Part I: Evaluating Peer Mediators

Directions: Use the rules of peer mediation listed below to evaluate the beginning of the peer mediation session that follows. On separate paper, list the rules followed this far in the mediation and those not followed. State what, if anything, you would have done differently if you were the mediator. Then write dialogue to show how you think Tina might complete this mediation session. Base your dialogue on the rules of peer mediation.

- Ask each person to repeat what happened from the perspective of the other person.
- Ask each person to tell his or her viewpoint.
- Remind the other person not to interrupt.
- Restate the problem, as you understand it.
- Ask the parties to name positive ways to resolve the problem.
- Ask which solutions they can both agree on.
- Congratulate both parties for resolving the conflict in a positive way.
- Keep everyone calm.

Nessia and Venus have been assigned to share a gym locker. They are arguing loudly, and other people are gathering around.

Trina offers to mediate.

Nessia: "She usually just throws her stuff and mine around. She doesn't respect my things."

Tina: "How do you see it, Venus?"

Venus: "We are supposed to share the space, but Nessia acts like it's her private closet. She brings more junk to class than."

Nessia: "Junk! What are you calling junk?"

Tina: "OK, so Nessia you think Venus doesn't respect your stuff, and, Venus, you think Nessia takes up too much of the locker for her things. Is that right?"

Part II: Applying Your Skills

Directions: Try your skills at peer mediation. On separate paper, describe your experience without using the real names of those involved. Attach your paper to this activity sheet.

Activity 20

Resolving Group Conflict

Goal: To develop strategies for resolving group conflict.

Presenting a different opinion or a new way of looking at something gives members of a group a chance to examine creative new alternatives. Keeping an open mind and focusing on the goals of the group is the best way to take advantage of this opportunity. Sometimes group conflict brings upsetting feeling into the open. Once acknowledged, the group has an opportunity to resolve these feelings. The result is often stronger relationships among group members.

Part I: A Process for Solving Group Conflict

Directions: With a group of four or five classmates, role-play members of a student council disagreeing about how the council should participate in the upcoming community volunteer day. Some members want to raise money for the local Boys and Girls Club. Half of the group wants to have a car wash; the others favor a sponsored run. One member insists that the group should be volunteering their time directly with the children who attend the club instead of raising money.

Elect one student to take a leadership role and guide the rest of the group through the *Process for Resolving Group Conflict* outlined below. Other members should support one of the opinions described above. As members play their roles, they should abide by the *Guidelines for Personal Behavior in Resolving Group Conflict* listed on this page. After the role-playing session, use separate paper to explain what you have learned about group conflict from this activity. Attach your paper to this activity sheet.

Process for Solving Group Conflict

1. Name the problem.

Ask: What is the conflict? What are the two opposing opinions? What does each person or each side of the conflict want or need?

2. Brainstorm to come up with two or more positive ways to resolve the conflict.

Ask: What is a possible way to resolve this conflict fairly and safely? Are there ways that each person can compromise to resolve the conflict?

3. Choose a positive solution that everyone can agree on.

Ask: Which of the options we came up with will work best for everyone?

Guidelines for Personal Behavior in Resolving Group Conflict

- Try to understand other people's ideas.
- Give people credit for a good idea, even if you don't agree with it.
- Stay focused on the team goals.
- Don't get irritated about unimportant issues.
- Keep a positive attitude.

Part II: Applying Your Skills

Directions: On separate paper, write three positive ways you could say that you disagree with someone or think a proposed plan or idea has problems. Attach your paper to this activity sheet.

Building Esteem

Goal: To strengthen team relationships by applying tips for building esteem in others.

Successful teams work together in ways that create a positive team environment. A positive team environment helps the team find a common direction and encourages members to contribute to their full ability.

Part I: Expressing Trust, Support, and Respect

Directions: Work with a group of five or six classmates to model building esteem as a way to help create a positive team environment. Team members should sit together. The team task is to create slogans that can help students remember teamwork skills. When the team accepts a slogan, one member should print it neatly on a strip of paper.

As you work together as a team, practice the tips below to build esteem in one another. Elect one student to take a leadership role. Elect one student to sit aside and act as recorder. The recorder should put a checkmark by each tip every time it is demonstrated. The recorder should put a minus sign by a tip if an action taken is opposite of the tip idea. If there is time, take turns with the leadership role.

After the activity, use separate paper to explain what you observed and felt about building esteem in others and creating a positive team environment during this activity. Attach your paper to this activity sheet.

Tips for Building Esteem in Others

- Give credit for good ideas, even if you prefer another idea.
- Keep an accepting facial expression. Laugh with, not at, people.
- Be tolerant of differences.
- Use encouraging words and gestures.
- Look at a person when he or she speaks. Acknowledge that you understand what the person said. Depending on the situation, you can do this by summarizing your understanding of the idea or simply by nodding your head.
- When someone offers an idea, treat it with respect, regardless of your immediate opinion of it.
- Treat everyone equitably.
- Congratulate sincere efforts.
- Ask for feedback on your ideas.
- Accept help from others and thank them for it.

Part II: Applying Your Skills

Directions: On separate paper, describe at least two ways that you (or someone you know) took actions that helped build esteem in someone else. To protect privacy, do not use any person's real name. Explain why you thought your actions *were* or *were not* successful. Attach your paper to this activity sheet.

Activity 22

Making Group Decisions

Goal: To facilitate effective group decision making.

Effective groups are able to make group decisions that everyone in the group is willing to support. The major methods for making group decisions include the following: *majority rule*, which involves taking a vote and accepting the majority opinion, though it creates winners and losers; *compromise*, which results in both disagreeing sides getting something they want but not everything, though it leaves no one totally satisfied; and *consensus*, which requires that everyone agree to the decision. Although consensus is the most effective method, it is the most difficult and most time-consuming to achieve.

Part I: Choosing a Method to Reach a Group Decision

Directions: For each situation below, check *was* or *was not* to indicate if you think the method used was appropriate for the decision required. Explain your choice on the lines that follow.

1. The group must decide on the color of T-shirt to order. Method used: majority rule Method _____ *was* _____ *was not* appropriate because _____

2. The group must decide how to distribute jobs for a project. Method used: compromise Method _____ *was* _____ *was not* appropriate because _____

3. The group must decide on a major goal for the coming year. Method used: consensus Method _____ *was* _____ *was not* appropriate because _____

4. The group must decide the amount of yearly dues members must pay. Method used: majority rule Method _____ *was* _____ *was not* appropriate because _____

Making Group Decisions (continued)

Part II: Avoiding Groupthink While Building Consensus

One of the difficulties of the consensus decision-making method is that if even one team member cannot support the decision, you do not have a consensus decision. Another is that in trying to build a feeling of cooperation in a group so that consensus decisions can be made, the group might encourage groupthink. Groupthink results when members of a group feel pressured to agree quickly. Groupthink groups do not consider many alternatives because all members focus on demonstrating how cooperative they are rather than seeking the best decision. Such groups typically ignore information that does not support the action they decide to take. Groupthink leads to poor decisions.

Directions: With a group of classmates role-play a student council trying to use the consensus method to reach a decision about one or more of the following school issues:

1. Should the group endorse the implementation of a dress code in your school? *Alternative: should the group endorse the removal of a dress code in your school?*
2. How should the group acknowledge a member who has recently suffered serious injury in an automobile accident?

As each decision is being made, consider in which box below you best fit on this decision. Until you can place yourself in the “Can Support” or “Can’t Support” box, the group does not have a consensus decision. After the decision making is complete, discuss whether you think group think was a factor in the process. Summarize your experience on separate paper. Attach your paper to this worksheet.

| Decision Evaluation | |
|--|--|
| Can Support | Can't Support |
| I agree with this decision and will support it. | I disagree with this decision and cannot support it. We need to continue the discussion. |
| I agree with this decision and will support it, but I have reservations. | |

Part III: Applying Your Skills

Directions: Try to facilitate the use of the *consensus* method for decision making with a group. On separate paper, describe your experience and explain why you think you (or those involved) *were* or *were not* successful. To protect privacy, do not use any person’s real name. Attach your paper to this activity sheet.

Activity 23

Working Cooperatively

Goal: To identify and display the characteristics necessary to work cooperatively.

Teams go through stages as they work together. The first stage is getting acquainted; the second is searching for a common understanding of goals. In the third stage, team members agree on a common direction. They no longer waste energy pulling toward opposite sides of even minor issues. Once successfully through the final stage, teams may reach synergy. Synergy happens when team members work cooperatively as if they were one person instead of several.

Part I: Identifying the Characteristics of Effective Team Players

Directions: For each of the pairs that follows, place a checkmark in front of the statements that describe a characteristic of an effective team player—a team member who works cooperatively. On the line that follows, write a rule that reflects this characteristic. The first one has been done for you.

- _____ 1. Angela always lets the team know how she can best contribute and volunteers to do so.
_____ Juanita will sometimes agree to help if asked but does not volunteer to take part.

Volunteer to contribute your skills

- _____ 2. Ben seems to be in competition with team members. “I” is his favorite word.
_____ Cecil avoids competing with others. He speaks about what “we” can achieve.
-
-

- _____ 3. Lily works to resolve conflicts while respecting others’ opinions.
_____ Margo ignores conflict, acts as though it doesn’t exist, and tries to push her own ideas.
-
-

- _____ 4. Dominic makes an effort to use good communication skills, including active listening.
_____ Kirk often sends mixed messages and does not practice active listening.
-
-

- _____ 5. Vernon always has an excuse for not taking part when there is work to be done.
_____ Thai can always be counted on to do his fair share of the team’s work.
-
-

Working Cooperatively (continued)

_____ 6. Otesa usually agrees to team decisions but cannot be counted on to support them.

_____ Seanna accepts responsibility for carrying out and supporting team decisions.

_____ 7. Steven treats certain members rudely because he resents their personal characteristics.

_____ D'marco shows respect for every team member regardless of personal characteristics.

_____ 8. Oscar keeps his focus on team goals.

_____ Henry is easily sidetracked and frequently wastes time on unrelated tasks.

_____ 9. Mitch feels that every member should pull his or her own weight.

_____ Louis is always willing to pitch in to help others when they need it.

Part II: Demonstrating Good Team Player Characteristics

Directions: The *Empty Bowls Project* is an international effort with a simple concept—dinner guests are served soup from a handcrafted bowl made by volunteers. The money raised goes to local organizations that feed the hungry. With a group of classmates, role-play a group who wants to plan an *Empty Bowls* event. Demonstrate good team player characteristics as you plan the project. If your teacher does not assign a leader, you will have to appoint one. Your tasks will include the following:

- Decide where the bowls will be made and who will participate in making them.
- Decide how you will advertise the event.
- Decide what kind of soup you will serve and who will make the soup.
- Decide who will serve the soup.
- Decide who will collect the money and be responsible for it.
- Decide who will clean up after the event.

After completing the role-playing session, summarize your experience on separate paper. Attach your paper to this worksheet.

Part III: Applying Your Skills

Directions: Try to apply the rules of being a good team player the next time you are working on a team. On separate paper, describe your experience and explain why you think you (or others on the team) *were* or *were not* successful. To protect privacy, do not use any person's real name. Attach your paper to this activity sheet.

Activity 24

Accepting Authority

Goal: To recognize productive attitudes toward authority.

As an employee, you need to respect and accept your supervisor's authority. The key to success in developing a good employee-supervisor relationship is to develop a positive and cooperative attitude toward your supervisor's role in particular and authority in general.

Part I: Developing Awareness About Workplace Supervision

Directions: A good first step toward developing a positive and cooperative attitude toward authority is to increase your awareness of how you feel about supervision. On the lines that follow, write an answer to each of the questions below.

1. What emotions do you usually feel when someone is telling you what to do?

2. When given direction, what actions do you usually take to be sure you know what is expected?

3. What do you appreciate most about the supervisor role?

4. What, if anything, do you dislike about the supervisor role?

5. What characteristics in a supervisor do you feel best help you to do your best?

6. What can you do to develop a positive relationship with those who supervise you?

Accepting Authority (continued)**Part II: Recognizing Productive Attitudes Toward Authority**

Directions: Each workplace scenario below is followed by the employee's defense of his or her actions. On the lines that follow, tell why you *agree* or *disagree* with the employee.

1. Paulina's supervisor asked her to double-check the numbers in the estimate she had calculated for a client. Paulina rolled her eyes, sighed, and said, "I'll do it right away." Later Paulina spent a lot of time telling her coworkers what a waste of time it was to do the checking. Paulina said, "I'm respecting my supervisor's authority. I did what he asked."

2. Malachi's supervisor showed Malachi how to carefully test each tube of solution, record the batch numbers, and place the tubes in the refrigerator. When she asked if he understood the process, he said yes. Once he got started, however, he adopted a different process. Malachi says, "I'm respecting my supervisor's authority by completing the task on time. How I go about getting the job done shouldn't be important to my supervisor."

3. Nelson's supervisor asked him to find and check the purchase orders for each of the invoices in a large stack. Nelson agreed but after a few minutes decided that it was more important for him to use this time to check the work that came in against the schedule. Nelson said, "I'm respecting my supervisor's authority; she has encouraged me to take initiative."

Part III: Applying Your Skills

Directions: Imagine that you are a supervisor. On separate paper, describe the attitude and actions that you would appreciate most in the people whom you would supervise. Suggest things that you could do as a supervisor to encourage those attitudes and actions. Attach your paper to this activity sheet.

Activity 25

Managing Peer Pressure

Goal: To develop strategies for managing peer pressure.

By developing strategies for managing peer pressure, you can benefit from its positive effects and avoid its negative consequences. To resist negative peer pressure you need to have a strong sense of what's right for you, to practice assertiveness, and to learn and use refusal skills.

Part I: Knowing What's Right for You

Directions: To deal with negative peer pressure, you need to have a firm sense of who you are and what you stand for. You can clarify your feelings by noting your position about various character traits. For each character trait listed below, write a sentence that explains how this trait fits with your values, priorities, and goals. Use separate paper and attach it to this activity sheet.

- Being honest
- Respecting others
- Accepting responsibility for own actions
- Acting with fairness
- Caring for others
- Being a good citizen
- Showing self-discipline
- Having determination
- Having courage

Part II: Refusal Skills

There are many effective strategies for saying no. Some strategies—including avoiding mixed messages, staying in control, and saying what you mean—are useful for all peer pressure situations. Other strategies are more appropriate for some peer pressure situations than others. For each of the following refusal strategies listed below, describe a situation where you think this refusal strategy would be appropriate and effective. Write your descriptions on separate paper. Attach your paper to this activity sheet.

1. Change the subject. Deflect the pressure by talking about something else that is important to you.
2. Suggest an alternative. Reverse the pressure. Suggest an alternative that is safer and more fun.
3. Use humor. Say something that lets the person know you're not interested. You might say, "You're joking, right?"

Part III: Applying Your Skills

Directions: On separate paper, describe a time when you successfully applied a refusal strategy. Avoid using the real names of those involved in the situation. Explain why you *would* or *would not* use this strategy again. Attach your paper to this activity sheet.

Recognizing Reciprocity

Goal: To evaluate the quality of reciprocity in a relationship.

Reciprocity is a relationship quality that means that each person in a relationship gives as well as receives. Relationships rarely last when one person does all the giving and the other all the receiving. Successful relationships in all situations require a high level of reciprocity.

Part I: Evaluating Reciprocity in a Relationship

Directions: Use the reciprocity scale that follows each relationship description to evaluate the level of reciprocity. Place an “X” on the scale where you think this relationship falls. On separate paper, write one suggestion regarding reciprocity for each person in the relationship.

- Terri is a cook at a local restaurant and is well liked by the employees because of her willingness to always help out. John, a friend at work, asked Terri to cover his shift on Saturday night because he had a date. Terri has covered for John before. The last two times she needed him to cover a shift for her, he was unavailable.

| | | | | |
|--------------------|-----------|----------------|------------|---------------|
| Unacceptable level | Low level | Moderate level | High level | Total balance |
|--------------------|-----------|----------------|------------|---------------|

- Julie talked Doug into volunteering to teach guitar to middle-school students with her at the community center. Julie likes to choose the music but always asks Doug to order and pick up the copies. After lessons, Julie usually rushes off and leaves Doug to put the rooms in order. From time to time Julie asks Doug to teach one of her students. Julie is too busy to do the same for him. Julie tells everyone what a good sport Doug is

| | | | | |
|--------------------|-----------|----------------|------------|---------------|
| Unacceptable level | Low level | Moderate level | High level | Total balance |
|--------------------|-----------|----------------|------------|---------------|

- Nancy and Rita are sisters and share a bedroom. Rita is neat; Nancy is not. Rita does most of the regular cleaning. Nancy built a storage unit for them to share. They painted the room together. After Rita gave the room a spring cleaning, Nancy surprised her by washing the outside windows.

| | | | | |
|--------------------|-----------|----------------|------------|---------------|
| Unacceptable level | Low level | Moderate level | High level | Total balance |
|--------------------|-----------|----------------|------------|---------------|

Part II: Applying Your Skills

Directions: Choose a relationship that you have and evaluate the quality of reciprocity in that relationship. Use the scale below to rate the reciprocity. On separate paper, explain actions you could take to improve or maintain the reciprocity in the relationship. To protect privacy, don’t use the real names of the people involved. Attach your paper to this activity sheet.

| | | | | |
|--------------------|-----------|----------------|------------|---------------|
| Unacceptable level | Low level | Moderate level | High level | Total balance |
|--------------------|-----------|----------------|------------|---------------|

Activity 27

Initiating Friendship

Goal: To develop strategies for initiating friendship.

Some friendships seem to start and develop with neither party giving it much thought. However, there are strategies that you can use to initiate a healthful friendship.

Part I: Initiating Friendships

Directions: To begin a friendship, you have to put yourself in an environment where you will meet potential friends, and you have to be friendly. Below are statements that describe behaviors of people who want to have more friends. Evaluate each behavior on its potential to help initiate friendships. Record your evaluation by checking the appropriate box in front of the statement. Check *Good* if the behavior has good potential for initiating friendships, check *Fair* if it might help, and check *Poor* if this behavior is likely to lessen opportunities to initiate new friendships. On separate paper, explain your rating. Attach your paper to this activity sheet.

| | | | | |
|----|------|------|------|---|
| 1. | Good | Fair | Poor | Wayne is always the first one out of a room. He has his books ready and is out the door seconds after the bell rings. |
| 2. | Good | Fair | Poor | Celia makes a point of putting her skills to work to help others. She has offered to tutor a classmate in math. |
| 3. | Good | Fair | Poor | Marshall signed up to volunteer at the community center. The center has been advertising for teens to help paint the gym. |
| 4. | Good | Fair | Poor | Naomi always responds in a warm, friendly way to people who speak to her, but she can never bring herself to speak first. She avoids eye contact until someone speaks to her. |
| 5. | Good | Fair | Poor | Zach greets everyone, whether he knows them or not, by looking them in the eye and saying “Hi! How’s your day going?” |
| 6. | Good | Fair | Poor | Zeta has joined the Journalist Club at school. The club meets every Wednesday to work together on their monthly publication. |
| 7. | Good | Fair | Poor | Colin spends nearly all of his free time at his computer. |
| 8. | Good | Fair | Poor | Neva loves music but can’t play a musical instrument. She joined the community band as an assistant to the director. |

Initiating Friendship (continued)**Part II: Recognizing Healthful Friendships**

Directions: When a new friendship seems to be developing, it is wise to take time to ask yourself if the friendship is likely to be a healthful one. A healthful friendship is one that supports mutual respect and healthful behavior. In a healthful friendship, both parties share these qualities: trust, reliability, empathy, caring, reciprocity, and respect. Analyze each scenario below and decide if the friendship that is developing seems to be a healthy one. Explain your thinking on the lines that follow.

1. Omar is trying to decide which summer job offer he should take. After listening to Omar, Rafi started to offer his opinion. Omar cut him off. Rafi realizes that, although Omar seeks him out sometimes to talk, Omar does not seem to value his opinions and doesn't respect his decisions.

2. Eva has been having a difficult time at home. When she tried to tell her new friend, Isabel, about it at lunch, Isabel looked bored and kept glancing around the restaurant. Suddenly she got up and went over to another table to say hello to someone she knew.

3. Cory and Randy have just started to carpool together and are becoming friends. Corey mentioned to Randy that he was looking forward to going to the ball game on Saturday and asked if Randy would be there. Randy said he was having trouble with his water filtration system and needed to try again to fix it. Cory said he had a system like that and would come over to help Randy on Saturday instead of going to the ball game.

Part III: Applying Your Skills

Directions: Think of a healthful friendship that you have. On a separate paper, list the factors that you think contributed to the initiation of this friendship. To protect privacy, avoid using the real names of those involved. Attach your paper to this activity sheet.

Activity 28

Balance in Relationships— Making Time for Others

Goal: To develop strategies to help you achieve balance in your relationships.

One of the biggest challenges of trying to balance multiple roles is deciding where to focus your time and energy. You can make these choices more easily if you set priorities based on your values and your responsibilities. Setting priorities can help you put your roles in perspective.

Part I: Setting Priorities

Directions: To determine your role priorities, fill in the chart below by listing five key roles you play and the major responsibility you have with each. The first one has been done for you. Then, on separate paper, answer the questions or statements that follow. Attach your paper to this activity sheet.

| Role | | Major Responsibility |
|-------------|----------------|---|
| A. | <i>Student</i> | <i>Successfully completing schoolwork</i> |
| B. | | |
| C. | | |
| D. | | |
| E. | | |

- Prioritize your roles. List first the letter of the role that you give the highest priority. Estimate the number of hours you spend each week fulfilling your responsibilities for each role.
- List your roles according to the number of hours you spend on them each week. List the letter of the role that you spend the most time on first.
- Compare the lists you made in questions 1 and 2. Does the amount of time you spend on a role reflect the priority you place on it?
- Are you satisfied with the amount of time you spend on each role? Explain your answer.
- What changes might you make to manage your time more effectively?

Part II: Applying Your Skills

Directions: Making time for family is important during the busy teen years. On separate paper, describe three ways that teens can help facilitate positive interaction with their families. Attach your paper to this activity sheet.

Demonstrating Sociability

Goal: To recognize the characteristics of sociability in the workplace.

Demonstrating sociability in the workplace helps you work effectively with others, avoid friction, and stay focused on the job.

Part I: Recognizing the Characteristics of Sociability

Directions: Sociability is defined by the demonstration of certain behaviors, including those listed below. Following are descriptions of workplace incidents. Using the following list of behaviors that demonstrate sociability as a guide, write a response that would demonstrate sociability for each situation described below. Your response might include action. Write your responses on separate paper. Attach your paper to this activity sheet.

Behaviors That Demonstrate Sociability

- Initiates conversations
- Welcomes others when they enter the group
- Shows interest in people's personal lives
- Speaks and acts politely
- Asserts self in familiar and unfamiliar social situations
- Relates well to others
- Takes an interest in what other people are saying
- Responds appropriately to the situation

1. Lana is the last to arrive, and the meeting has begun. There are no empty chairs at the table, but there are a few along the wall. As a member of the group, how would *you* respond to Lana?
2. You are gathering your notes about the project process everyone has just agreed to follow. Evan says, "Wait!" He has a whole new idea and begins to tell it. How would you respond to Evan?
3. It's Hanna's first day back from her vacation, which you know she spent in Alaska. Her work has piled up while she was gone, and you are affected. You see her in the hall. What do you say?
4. A co-worker from another department slaps down a form on your desk and tells you in a terse voice that no one in your department fills this form out correctly. How do you respond?
5. You're the first member of your department to arrive at an interdepartmental meeting. You don't know the three people who are sitting silently reading documents. What do you do?

Part II: Applying Your Skills

Directions: Think of two people you know whom you consider to have strong sociability skills. On separate paper, summarize an incident involving each that makes you think of them as sociable. To protect privacy, do not use people's real names. Attach your paper to this activity sheet.

Activity 30

Showing Tolerance

Goal: Take actions that demonstrate that you respect, appreciate, and value differences.

For society to function well, people must cooperate with one another. Good character traits, including responsibility, mutual trust, and respect, make effective cooperation possible. One of the key signs of respect is showing tolerance. *Tolerance* means respecting other people's beliefs and customs. However, it is important to not confuse being tolerant with accepting all behavior. Tolerance does not require you to go against your own values. For example, you are not expected to support someone who chooses to break the law.

Part I: Recognizing Tolerance

Directions: Read each statement below. If you think the person described is showing tolerance, write "T" in the blank in front of the statement. If you think the person is showing intolerance, write "I" in the blank. On separate paper, identify misconceptions about people who are members of a particular group that you see in the items that you mark "I." Attach your paper to this activity sheet.

- _____ 1. Carolyn invited the girls on her team to a hamburger lunch at her home. One of the girls told Carolyn that she is a vegetarian. Carolyn said she would also serve veggie burgers.
- _____ 2. Joseph stopped by his friend's home. At the door, his friend explained that it was the custom of his family to remove their shoes before entering their home. Joseph was surprised at the idea, but he nodded respectfully and removed his shoes.
- _____ 3. Carl was reluctant to accept the student math tutor that his teacher suggested. Carl was skeptical about the student's math ability because she was new to the country and didn't speak English well.
- _____ 4. Susan was shocked at how strong the coffee was that her friend's mother had made for her. "Wow!" she said. "This is good, but it's much stronger than I'm used to. Could I have a little water?"
- _____ 5. Scott interrupted a fellow student the moment she started to speak. "We all know what you think," said Scott. "But how could you know what I think when I haven't told you?" said the other student. "Because everyone knows what people like you want."

Part II: Applying Your Skills

Directions: On separate paper, describe an action that you could take to help promote tolerance at school or on the job. Attach your paper to this activity sheet.

Activity 31

Accepting Personality Differences

Goal: To accept personality differences within the family, school, and workplace.

Personality styles are defined and measured in a variety of ways. However, in general, personality style refers to the pattern of a person's emotions, motives, and behaviors. A specific personality style may be more compatible with certain other personality styles. The important thing to remember is that no particular style is better than any other style.

Part I: Recognizing Some Characteristics of Your Own Style

Directions: On the line under each pair of personality-trait opposites below, mark an "X" to show the place you think best describes your expression of these traits. On separate paper, describe the personality traits with which the characteristics of your personality style might be most compatible. Also, describe those with which your traits might tend to conflict. Suggest one action that you could take that might head off that conflict.

1. Relaxed _____ Tense _____

2. Loud _____ Quiet _____

3. Serious _____ Happy-go-lucky _____

4. Sensitive _____ Insensitive _____

5. Group-dependent _____ Self-sufficient _____

6. Reserved _____ Outgoing _____

7. Forthright _____ Guarded _____

Part II: Applying Your Skills

Directions: On separate paper, analyze the personality traits of a person with whom you seem to always disagree. Explain how his or her personality traits compare with your own. To protect privacy, do not name the person. Suggest an action that you could take to accept the other person's personality differences.

Activity 32

Granting and Accepting Forgiveness

Goal: To apply a five-step process for granting forgiveness and to accept forgiveness when it is offered.

To forgive someone means to stop resenting and blaming him or her. Some people have difficulty accepting forgiveness. They feel that they don't deserve to be forgiven. The important thing to remember is that, when someone offers forgiveness, he or she is forgiving the person but not necessarily the person's behavior. The behavior may still be unacceptable and need to change. Perhaps restitution must be made, but the offender is still acceptable and worthy of being forgiven. One process for granting forgiveness is to follow the five-step process below.

- Acknowledge how the offense has made you feel.
- Decide to accept the hurt.
- Give up any idea that you might have for getting even.
- Forgive the offender, not necessarily the behavior.
- Try to understand the offender's attitude and behavior.
What might have caused it?

Part I: Following a Five-Step Process for Granting Forgiveness

Directions: Forgiveness should not be confused with *denial* (insisting that no offense took place), *excusing* (admitting it happened but saying it's OK), or *forgetting* (pushing the offense out of mind). Based on this information and the five-step process above, decide if each of the items below describes forgiveness. Write "F" in the blank if it does, write "X" if it does not.

- _____ 1. Charlotte's sister made an unkind remark about Charlotte's appearance. When her sister apologized later, Charlotte said, "Forget it. I have."
- _____ 2. One of Wade's friends took a dollar from Wade's wallet. Wade told his parent about the incident. He said, "I forgave him, but I still feel bad that this happened to me."
- _____ 3. Grace's boss wrongly blamed her for causing a problem at work. Grace was shocked. Later, when the incident had been sorted out, Grace tried to understand what might have caused the boss to accuse her.
- _____ 4. When Darby's coworker set her coffee cup on the report Darby was working on and ruined the top three pages, the coworker said, "Whoops! I'm so sorry!" "Don't be silly," said Darby. "You didn't do anything."

Part II: Applying Your Skills

Directions: On separate paper, outline the specific steps you (or someone you know) could follow to forgive someone whom you feel has wronged you. To protect privacy, do not use the names of those involved. Attach your paper to this activity.

Offering Emotional Support

Goal: To choose appropriate techniques for offering emotional support within the family.

Knowing that one or more of your family members believes in you and will be there for you boosts your confidence. Receiving or not receiving emotional support makes a big difference in how a person performs when faced with challenging situations. Following are examples of the many ways to show people that you care for them and value them.

- Compliment someone who has made a special effort to look good.
- Compliment a person's admirable actions, regardless of the success of the effort.
- Squeeze a hand; give a smile.
- Give a hug with or without a special reason.
- Actively listen and express understanding and acceptance of the person's feelings.
- Say, "I'll be cheering for you."
- Say, "I think you can do it!"
- Be interested. Ask questions about what is going on in the person's life.
- Help someone without being asked.

Part I: Choosing Appropriate Expressions of Emotional Support

Directions: On separate paper, write an appropriate expression of emotional support to offer in each of the situations described below. Attach your paper to this activity sheet.

1. Your five-year-old sister just received her first pair of eyeglasses.
2. Your mother just came back from the hairdresser with a totally new hairstyle.
3. Your grandfather is leaving to go to the hospital for some serious medical tests.
4. Your older brother is nervously trying to prepare for a job interview tomorrow.
5. Your father is sitting quietly looking out the window.
6. Your aunt has been working all day to prepare a holiday meal for everyone.
7. The toddler in your family has become frightened by a severe storm.

Part II: Applying Your Skills

Directions: On separate paper, describe one verbal and one nonverbal expression of emotional support that you received that made a difference in how you felt during a given situation. Describe one verbal and one nonverbal expression of emotional support that you gave to someone that you think made a difference to the person. To protect privacy, do not use the names of those involved. Attach your paper to this activity.

Activity 34

Demonstrating Patience

Goal: To recognize and show patience.

Demonstrating patience means waiting calmly for an outcome or a result. A parent who waits, smiles encouragingly, and allows a small child to practice his or her newly learned skill of tying shoes is demonstrating patience. A parent who pushes the child's hands aside saying, "Let me. I'm in a hurry:" is not. Patience is an important interpersonal skill that helps relationships in the family as well as in the world at large.

Part I: Recognizing Patience

Directions: There is a difference between showing appropriate patience and simply being inactive or putting off duties. Read each scenario below and decide if it is an example of appropriate patience. If it is, write "P" in the blank in front of the scenario. If it is not an example of appropriate patience, write "X" in the blank. On separate paper, for those items you marked "X," explain why you think this is not an example of appropriate patience.

- _____ 1. A toddler steps on and off of the mat that triggers the electronic eye of the door to the market. The door opens and closes and the toddler shrieks with delight. Shoppers pile up behind the child waiting to enter the store. The child's parent, who does not interfere with the child, looks up every now and then and gives everyone a big smile.
- _____ 2. A teen's grandmother has agreed to teach the teen to knit. The teen finds holding the knitting needles awkward. She is getting more and more nervous. She is trying but just not getting it. Her grandmother suggests they take a lemonade break. Afterwards, the grandmother begins the lesson again right from the beginning.
- _____ 3. A person who is new on the job is trying to learn to enter orders on the computer. The system seems very complicated to him, and he keeps asking a coworker for help. When he does, the coworker stands by the new worker and tells him step-by-step what to do until he works through the part he is having trouble with. They do it over and over.
- _____ 4. A couple has been sitting in a restaurant for more than twenty minutes. They have been totally ignored by the staff. Other people who entered the restaurant after them are now enjoying their food. The couple shrugs their shoulders and tries to lose themselves in conversation while they wait for someone to bring them water and take their order.
- _____ 5. A middle-school student is often picked on by a school bully. He has decided that the best thing he can do is to just be patient and hope that the bully gets tired of making his life miserable and moves on to someone else.

Demonstrating Patience (continued)**Part II: Predicting How Demonstrating Patience Can Affect Outcomes**

Directions: Following each child-care situation below are two possible responses to it. On separate paper, predict the probable outcome that each response would cause. Attach your paper to this activity sheet.

1. A preschooler is trying to button his coat. He is having difficulty, and the buttoning job is taking much more time than it would if the parent did it.

Response option A: The parent steps back and waits quietly while the child finishes buttoning.

Response option B: The parent grabs the child and buttons the coat, ignoring the child's protests that he wants to do it himself.

2. A teen is listening to her younger sister read. The book is difficult for the child, and she stumbles over some of the words.

Response option A: The teen allows the reader to take all the time she needs and helps her sound out words only when the child signals that she wants help.

Response option B: The teen says the word as soon as her sister hesitates.

3. A child is afraid of the dark. His parents have explained that there is nothing to be afraid of. Still the child is afraid there may be something spooky in his closet or under his bed.

Response option A: The parent listens to the child's fears and suggests that together they examine inside the closet and under the bed.

Response option B: The parent tells the child to stop being silly, snaps out the light, and shuts the door.

4. A parent and a middle-school child are waiting to see a doctor for the child's routine checkup. The receptionist has announced that the doctor was held up at the hospital with an emergency. It has been fifteen minutes since that announcement.

Response option A: The parent shows her dissatisfaction by sighing, muttering complaints, slapping down magazines, and complaining to the child about how this wait is going to throw her whole schedule off.

Response option B: The parent smiles at the child and helps the child find a magazine the child might enjoy while they wait.

Part III: Applying Your Skills

Directions: People who typically and consistently react to various situations with patience are often described as being "patient." Decide if people are *likely* or *unlikely* to use that word to describe you or someone you know. To protect privacy, do not use the real names of those involved. On separate paper, explain your thinking. Attach your paper to this activity sheet.

Activity 35

Showing Respect When Guiding Children

Goal: To recognize and use behaviors that shows respect when guiding children.

Children learn values, including respect, from the interactions they have with family, friends, and others. A child who is treated with respect will naturally learn to treat others with respect. Positive communication is the key to showing respect at any age.

Part I: Modeling Respect

Directions: Below are some ways that you can model respect. Read the scenarios that follow and, on separate paper, explain why each item is or is not an example of effective modeling of respect. Attach your paper to this activity sheet.

- Avoid the terms “good” and “bad” when speaking of the child or others. Say, “She (or he) should not have done that” instead of “She (or he) was bad.”
 - Speak and act respectfully to and about the members of the child’s family.
 - Speak in a polite manner. Say “please;” “thank you;” and “excuse me” just as you would to an adult.
 - Sincerely apologize when you have wronged the child.
 - Take actions that help build the child’s esteem. Show sincere interest in what the child says and does.
 - Show that you have affection for the child and care about his or her health, safety, and happiness.
 - Always treat children in a way that recognizes and does not attack their dignity—their natural worth and value as a human.
1. When the caregiver was trying to make lunch and the children were playing in the middle of the kitchen floor, he explained that it was not a safe place to be playing right now and helped them move their game in the next room.
 2. When the child accidentally turned his juice box upside down and spilled the juice, her caregiver said, “Feel stupid?” Then the caregiver laughed and started wiping the child off.
 3. When the child helped rake the leaves, the parent said, “You are such a good boy.”
 4. When the child’s team lost the game, and the child had not performed well during the game, the parent gave the child a hug and helped her pick up her equipment. “I was proud of the way you tried;” said the parent.
 5. When the caregiver accidentally sat on the child’s toy and broke it, the caregiver said, “I’m so sorry. I didn’t mean to do that, but I just didn’t see your toy. I will try to replace it, if I can.”

Showing Respect When Guiding Children (continued)**Part II: Identifying Characteristics That Distinguish Respectful Interaction**

Directions: From each set of responses below, choose the one that is respectful. Mark the respectful response by placing an “R” in the blank that precedes it. On the lines that follow, write the main characteristic of this response that makes it differ from the other responses in the set that do not show respect.

- _____ 1. A. You were so rude to her.
_____ B. That was not a kind thing to say.
_____ C. You are so bad.

- _____ 2. A. Get in the car now.
_____ B. Get in the car and please hurry.
_____ C. Can you hurry and get in the car now?

- _____ 3. A. Would you like the green shirt or the blue one?
_____ B. We'll get the green shirt. You look good in green.
_____ C. This shirt is best.

Part III: Applying Your Skills

Directions: On separate paper, describe an incident in which you (or someone you know) communicated in a respectful way to a person or persons younger than yourself. Comment on how the person or persons reacted. Did they respond with respect? Explain why you think your actions *did* or *did not* influence their response. To protect privacy, do not use the real names of those involved. Attach your paper to this activity sheet.

Activity 36

Demonstrating Trust in Relationships

Goal: To recognize and use behaviors that demonstrate trust in a relationship.

When you trust someone, it means that you feel that you can rely on that person to be truthful in his or her words and actions toward you. In a trusting relationship, both parties are confident of the other's consistent goodwill. You and the other person feel that you can always count on each other. The demonstration of four traits helps build trust in any relationship.

- Credibility. Be a reliable source of information and support.
- Integrity. Behave in ways that support the values and ethics that you both share.
- Reliability. Be consistent in your approach and reactions to kinds of events and circumstances. Be dependable.
- Commitment. Show interest in and empathy for the other person.

Part I: Building Trust

Directions: For each item below decide if the named person is demonstrating one of the four traits that help build trust in any relationship—credibility, integrity, reliability, or commitment—or if the person is demonstrating the opposite of one of the traits: incredibility, dishonesty, untrustworthiness, or indifference. Write the trait demonstrated on the line provided.

1. Bailey is Kate's friend. When Kate wants to talk over a problem, Bailey always makes time for Kate and listens attentively to her story. She is always supportive and validates Kate's feelings.

Person: Bailey-Trait demonstrated: _____

2. While on vacation, Jimmy bought a hat for his friend Ben. When asked if he thought Ben would like the hat, Jimmy said, "You never know how Ben is going to react to something."

Person: Ben-Trait demonstrated: _____

3. Soon after Don returned from buying Bernice a sandwich and drink, Bernice realized that Don had not given her the correct change. Don had done this a couple of times before.

Person: Don-Trait demonstrated: _____

4. Lisa is a caregiver for two small children. She took them to the beach. When they came out of the water to rest, Lisa told them she saw a shark in the water to keep them from wanting to go back in.

Person: Lisa-Trait demonstrated: _____

Demonstrating Trust in Relationships (continued)**Part II: Identify Actions That Reduce Trust in a Relationship**

Directions: Trust is a desirable factor in every relationship. Just as there are actions that help build trust, there are opposite actions that reduce trust. On the lines provided below, write two specific actions that you think commonly contribute to lack of trust in the relationship described.

1. A dating relationship between a female and male.

A. _____
B. _____
C. _____
D. _____

2. A relationship between a caregiver and a young child.

A. _____
B. _____
C. _____
D. _____

3. A relationship between a teen and his or her parent or guardian.

A. _____
B. _____
C. _____
D. _____

4. A relationship between coworkers.

A. _____
B. _____
C. _____
D. _____

Part III: Applying Your Skills

Directions: On separate paper, describe a trusting relationship that you have. Explain what actions the other person has taken to earn your trust. Also explain what actions you take to earn the other person's trust. To protect privacy, do not name the person. Attach your paper to this activity sheet.

Activity 37

Coping—Handling Rejection

Goal: To develop skills for coping with rejection.

Rejection has to do with being refused or turned down. You might have experienced rejection by not getting the job you applied for or by having the person you invited out decline your invitation. Reaching out to someone in friendship and finding the other person isn't interested is also a kind of rejection. Rejection can hurt, but there are steps you can take to understand rejection and to lessen the pain it can cause. In many cases, you can profit from rejection.

Part I: Identifying Exactly What Is Being Rejected

Directions: It is important to understand that every rejection is not a statement about you as a person. Often rejection has nothing to do with who you are. For each of the items below, identify exactly what you think is being rejected. Write your answer on the lines provided. The first one is done for you.

1. The part in the community musical that Kiko tried out for called for someone who could sing and could tap dance. Kiko can sing a little, but she has no dancing skills or natural dancing ability. Kiko didn't get the part.

What was rejected? Kiko's lack of dancing skills

2. Jake and Heidi had been dating for several months when Heidi told Jake that she was ready to make a commitment to not date anyone but him. Jake said he liked her very much, but he needed to focus on his career and didn't want to commit to an exclusive relationship at this time.

What was rejected? _____

3. Rod separately asked five friends to go to the movies with him on Friday night. Each friend told him, "Not Friday, I want to see the big playoff game."

What was rejected? _____

4. Rhonda offered to host a meeting at her house for her friends who volunteered together before they went to the lake on Saturday for the boat races. They decided to go to Anne's home instead because Anne lived on the way to the lake, and going there would save time.

What was rejected? _____

Coping—Handling Rejection (continued)**Part II: Profiting from Rejection**

Directions: Reacting to rejection by deciding to change the way you please someone else is often not a good idea. However, sometimes rejection can alert you to valid deficiencies that you have. For example, there might be specific skills that you can learn to qualify for a job. There might be negative habits that you have developed, which you can change to make all your interpersonal interactions smoother. As you read each scenario below, decide how the rejected person might profit from this incident. Write your answer on the lines provided.

1. During the last few months, Nora has become very demanding with her friends. She no longer asks them to do things or go places; she tells them. She always wants her way. When she announced she was having a sleep over, every one of them came up with an excuse to not attend.

2. Elliott really wanted the job he applied for. He thought the interview went very well, but when he took the practical test at the computer, he just didn't know how to deal with the spreadsheet software. A few days later he got a letter saying his skills did not match the company's needs.

3. When their supervisor left, Tyra and another person in the department applied for the supervisor position. Unlike Tyra, the other person had been taking management classes at the community college. Also, unlike Tyra, she had volunteered from time to time to come in on her day off when the supervisor needed help in the department. Tyra did not get the job.

4. Lamar liked Ariel, and he thought she liked him too. He had been planning on asking Ariel to the spring dance for weeks, but he never said anything to Ariel. Suddenly it was the night before the dance. Lamar called and asked Ariel to the dance. She said no.

Part III: Applying Your Skills

Directions: When a person is rejected, it is always important to ask if it was the person that was rejected or his or her behavior or skills. On separate paper, describe an incident involving rejection in which what a person did or did not do triggered rejection. Suggest how the outcome of the incident could have been prevented. Do not name any of the people involved. Attach your paper to this activity sheet.

Activity 38

Coping—Dealing with Loss

Goal: To recognize common reactions to loss and to learn strategies to help cope with loss.

Grief is the term used to describe the feelings associated with loss. Loss involves change. Divorce, the end of a friendship, moving to a new location, having an older sibling leave the family home, death of a beloved pet, and death of a family member or close friend are all examples of loss that can cause grief. Although everyone grieves in his or her own way, some things about the grief process seem to be true for nearly everyone. Grief has stages. While many people move through them in the order they are listed below, many others follow a different sequence. Some people visit some stages more than once or skip one or more stages altogether. Following are the common stages of grief:

- A. **Numbness and shock** may have physical symptoms.
- B. **Denial** may insist that this cannot be or that there has been a mistake.
- C. **Pain** and anguish
- D. **Anger** may even be angry at the lost person or pet.
- E. **Bargaining** may try to make a deal with others involved or a supreme power.
- F. **Acceptance** begins to let go and find peace.
- G. **Hope for the future** has a renewed sense of hope or moving on without the lost person or pet.

Part I: Recognizing Common Reactions to Loss

Directions: Having a general idea of the stages of grief can help you recognize the grieving process and understand emotions and behavior related to loss. Relate each description of behavior that follows to one of the stages of grief listed above. In the blank preceding the item, write the letter of the stage of grief that you think this behavior might indicate.

- _____ 1. Maxine told her best friend that she is furious at her brother who was killed in a car accident. “He always drove too fast:” said Maxine. “He knew better:”
- _____ 2. Bo seemed to be in a daze after he heard that his best friend had committed suicide. When his mother offered him food, Bo just shook his head. He didn’t cry; he didn’t say anything. He just sat, looking forward, but not seeming to really see anything.
- _____ 3. Rudy continued to make plans that included his dad in his wedding party in the fall, even though Rudy had been told that his dad would not live more than a few more weeks.
- _____ 4. Although after four months Brenda still sometimes cries when she thinks of the day her beloved pet cat died, she agreed to go to look at kittens offered for adoption.

Coping—Dealing with Loss (continued)**Part II: Making Choices That Help**

Coping with grief involves dealing with emotions and finding a healthful way to move on with your life. Grief lasts a long time. When a family member or close friend dies, grief lasting a year is not uncommon. Because this is a time of emotional turmoil, people in grief are at a higher risk of making poor choices. The following suggestions, which are based on the experiences of many people who have gone through the grieving process, are helpful guidelines.

- A. Participate in the funeral or memorial service. Participation will help you accept the reality of the situation.
- B. Find and spend time with people who share your loss-usually the family. Share happy memories of the lost one.
- C. Resume your usual routine-go to school, go to work, do the laundry, and so on.
- D. Put off making major life decisions, such as selling your home, investing money, or switching jobs.
- E. Avoid using alcohol or other drugs to numb your pain. Eventually, you must face it.
- F. Be patient with yourself. Accept that you may lose your concentration or make more mistakes than usual for a time.

Directions: On separate paper write what advice, based on the suggestions above, you would give the person described in each situation. Then, write the letter of the guideline on which you have based your advice. Attach your paper to this activity sheet.

1. Your aunt's husband died suddenly last month. She has declined all social invitations of family and friends and hasn't been out since the funeral. "I'm too sad to be good company," she says.
2. Your friend tells you that she has decided not to attend her sister's funeral because she wants to always remember seeing her sister alive and well and not dead.
3. Your cousin said although she is still so very sad she thought about going back to school. She said she wondered if she should because it has only been two days since her mother's funeral.
4. Your dad lost his job last week. He tells you that he is planning on putting the house up for sale tomorrow, selling everything and moving the family across the country to start a new life.

Part III: Applying Your Skills

Directions: Many people find that expressing themselves creatively helps them cope with grief. The act of creating a painting, a poem, a story, sculpture, a quilt, or even a special garden to remember the lost loved one somehow comforts the survivor and helps him or her recover. Express your feelings about a loss creatively. The loss may be personal or it could be a communal loss, such as the loss of people who were victims of a disaster. Present your creative work to your classmates and give a brief explanation of the ideas that shaped your work.

Activity 39

Recognizing and Showing Empathy

Goal: To recognize and show empathy.

Empathy is the ability to identify with someone else's feelings. When you have empathy with someone, you are seeing the world through his or her eyes. Empathy is about validation of feelings, which means accepting the feelings of another person and letting him or her express them. Invalidation is the opposite of empathy. People show invalidation when they reject, ignore, or try to minimize another person's feelings.

Part I: Showing Empathy

Directions: You can show empathy through words, body language, and facial expression. Sometimes just sitting with someone communicates empathy. Read the incidents below. Underline the phrases that describe examples of showing empathy.

1. When Taylor got home from school, his younger sister came running up to him just beaming. She held up her spelling test. Taylor saw the star on top of the page and smiled. "Way to go!" he said, giving her a high-five.
2. When Felipe's mother told him that her friend, who was in the hospital, was doing worse, he went up and put his arm around his mother's shoulders and just stood quietly.
3. Elaine was so excited she could hardly talk when she called to tell Phyllis that she had gotten accepted to the school she wanted. "I'm so happy for you!" said Phyllis. "We need to celebrate!"
4. Carol kept eye contact and nodded her head from time to time as Rosa told her story.

Part II: Understanding Invalidation

Directions: Below are examples of some categories of expressions that invalidate feelings. One example is given for each category. On separate paper, for each category, write two more examples that you commonly hear. Then briefly explain why you think a person might mistakenly think that invalidation is a way to show empathy.

- | | |
|---|--|
| 1. Expressions that order you to feel differently Example: <i>Lighten up.</i> | 3. Expressions that minimize your feelings Example: <i>It's not worth getting this upset over.</i> |
| 2. Expressions that order you to look differently Example: <i>Don't look so serious.</i> | 4. Expressions that tell you how you should feel or act Example: <i>You should be glad that ...</i> |

Recognizing and Showing Empathy (continued)**Part III: Differentiating Between Empathy and Invalidation**

Directions: Read each of the statements below. If the statement is an example of empathy, write “E” in the blank in front of the statement. Write “I” if the statement is an example of invalidation.

- _____ 1. “I’m happy for you.”
- _____ 2. “Cheer up. It’s not the end of the world.”
- _____ 3. “That must have been awful.”
- _____ 4. “I’m so sorry.”
- _____ 5. “You’re too sensitive.”
- _____ 6. “What are you going to do?”
- _____ 7. “Oh you don’t mean that.”
- _____ 8. “Oh, no.”
- _____ 9. “Don’t you think you are overacting?”
- _____ 10. “How do you feel?
- _____ 11. [Giving a hug.]
- _____ 12. “You shouldn’t talk that way about your family.”
- _____ 13. “Come on. Smile!”
- _____ 14. “You need to let this go.”

Part IV: Applying Your Skills

Directions: Listen for examples of empathy and invalidation as you go through your day. On separate paper, list two examples of each that you observed. Briefly describe the effect that the remark or action had on the person to whom it was directed. To protect privacy, do not identify the names of the people involved. Attach your paper to this activity sheet.