

## Unit 2

# DEVELOPING EFFECTIVE COMMUNICATION SKILLS

### Practical Problem:

How do I build and maintain respectful relationships?

### Missouri Family and Consumer Sciences Competencies:

- (PS/B-1) Identify characteristics of a respectful relationship.
- (PS/B-2) Demonstrate effective communication skills.
- (PS/B-3) Examine the consequences of actions for self and others.
- (PS/B-4) Apply conflict resolution techniques when needed for consensus.

### Enabling Objectives for Competency Mastery:

1. Describe the attitudes and behaviors that lead to a respectful relationship.
2. Analyze techniques to improve communication skills.
3. Review conflict management strategies.
4. Examine the outcome of “right” and “wrong” decisions.

## Teacher Background Information

### Rationale

For families to be strong, the members must communicate effectively and with respect. Individuals must be able to express feelings, show concern and empathize with others. Managing conflict also is a critical skill in maintaining harmony among family members and others.

Effective communication skills are learned -- no one is born with them. Therefore, anyone can learn these skills through practice and patience. Effective communication skills are the foundation on which respectful relationships are built. Body language, listening, speaking, vocabulary-building, and reading are all part of communication. Students must understand how and when to use their skills in each area of communication.

A respectful relationship is based on trust, confidence, concern and support. A respectful relationship includes compromise and accountability. Each person must be responsive and sensitive to the others in the relationship.

An individual's beliefs about what is right or wrong have a profound effect on decision-making. Determining right from wrong and understanding the consequences of a decision are necessary for a person to be able to participate in a respectful relationship. If there is no thought or no regard for the outcome of the person's actions, then that person is not likely to be supportive, compassionate or trustworthy.

## Background

To become strong family members, individuals must be caring, honest and compassionate communicators. No one is born with these skills -- they are learned. Some people learn only enough communication skills to get by -- they never become effective.

Communication is a process that involves sending messages, receiving messages and providing feedback. No response is a type of feedback; it demonstrates a lack of concern for the person sending the message and is not acceptable in a respectful relationship. There are several opportunities for a message to get lost, be misunderstood or ignored. Communication can be verbal or nonverbal, which also adds to a message's ability to be lost or misunderstood.

## Verbal Communication

Communication includes speaking clearly and honestly, listening actively and providing feedback. Each person in a respectful relationship takes turns in the roles of speaker and listener. The speaker in a respectful relationship uses I-messages in describing feelings, thoughts, observations and emotions. I-messages are not as threatening or intimidating as you-messages. For example, "I feel that my opinion is not important to you when you make decisions without discussing them with me," is not as intimidating to the listener as, "You never consider my opinion when you make decisions." I-statements might begin as, "I will...", "I see...", "I think...", "I want..." or "I feel..." I-statements express the speaker's point of view while recognizing and respecting that the listener may have a different opinion.

Listening actively can be as difficult as speaking respectfully. There are a number of poor listening habits which can cause communication to break down and respectful relationships to suffer. Active listening involves being quiet while the other person is talking, watching the speaker's nonverbal communications (looking the speaker in the eye and providing undivided attention), and being considerate of the speaker's feelings and point of view.

Sometimes the speaker is clear, concise and honest, and the listener is paying attention and concerned. Yet, the message is still misunderstood. Communication can be thought of as a formula:

$$\textit{Speaking Respectfully + Listening Actively = Understanding}$$

There are several techniques the active listener can use to clarify the message to help avoid misunderstanding. The first technique is for the listener to ask for clarification. The listener can use a statement such as, "As I understand what you're saying, you..."

Another technique is for the listener to restate or rephrase the message. This shows the speaker that the listener is paying attention. For example, the speaker says, "I am frustrated with having to pick up dishes scattered throughout the house every night." The active listener could reflect on what was said and rephrase the statement by saying, "You feel that I could do more to help out with picking up dishes around the house." This allows both individuals to know if they are on the same track.

A third listening technique is to summarize the conversation. This is especially useful if the speaker has gotten off track or rambled in presenting a complicated message. The listener might say, "Let me see if I have this straight."

## Nonverbal Communication

Nonverbal communication is everything about the message that is not spoken. It includes posture, eye contact, facial expression, etc. Nonverbal communication differs from verbal communication in three major ways. First, verbal communication has a distinct beginning and end. Nonverbal communication is continuous. Second, verbal symbols, words, come to us one at a time and in sequence. Nonverbal symbols may be seen, heard, felt, smelled and tasted all at once. Third, verbal messages are sent consciously; thought is given to what is going to be said. Nonverbal messages, on the other hand, may be sent unconsciously. For example, a yawn by the listener may indicate boredom to the speaker, even though the listener is interested and actively listening to the speaker.

## Communication Roadblocks

Effective communication can be stopped short with roadblocks. Refer to *Roadblocks to Good Communication* Fact Sheet for examples. Roadblocks may be used by someone who is uncomfortable with the conversation, impatient in getting to the point, or insecure in the relationship among other reasons. Try to recognize why the person is using a roadblock and deal with that problem first. Effective communication requires willing participants. One person cannot do it alone.

## Conflict Resolution

Anger is a natural emotion that can be managed. People usually respond to anger based on their habits. However, habits can be changed with effort and willingness. Family members share a close environment and limited resources. Disagreements are common. When a disagreement is allowed to linger and grow, it can lead to a conflict. Avoiding a conflict does not make the tension go away or improve the tense situation. That is when strong communication skills are needed. Conflict can occur even in respectful relationships. Therefore, it is important to understand conflict resolution techniques that can help manage anger and resolve conflict.

Managing and resolving conflict is an integral part of the next unit, *Learning to SEARCH for Solutions to Practical Problems*. However, the basic steps are included here because open communication is the key to resolving conflicts. Caring, respectful relationships must be established so that conflicts can be considered from the perspectives of everyone involved. One-size-fits-all solutions do not exist in respectful relationships.

Typical methods people use to resolve conflict are:

- avoidance
- accommodation
- compromise
- competition
- collaboration

Not all methods are effective at resolving the conflict; they are just attempts at dealing with the problems. Fact Sheet #2: **Coping with Conflict** will provide more detail about each of these methods for resolving conflict.

Refer to the Fact Sheet #3: **Steps for Managing Conflict** for more information on dealing with conflicts.

## References

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## Instructional Strategies

- 1. Describe the attitudes and behaviors that lead to a respectful relationship. (Competency PS/B-1)**
  - The way we feel about what happens in our lives plays a big role in our attitude. If we concentrate on the positive side of our life, we are said to have a positive attitude. On the other hand, if we see only the negative, our attitude becomes unpleasant.

A positive outlook is important. It gives us the courage to face problems, and the power to take action. Unfortunately, we all encounter events that can shake a positive attitude. It takes inner strength to overcome these events.

Review Fact Sheet #4: **Guidelines for Effective Communication**. Divide the class into pairs, with each pair making a presentation to the full class on any health-related topic. Each pair should discuss what their topic will be and how they will make their presentation.

After all pairs make their decisions, re-read Fact Sheet #4: **Guidelines for Effective Communication** and discuss which communication techniques they used. Did they have any stumbling blocks in their discussions?
  - Keeping communication open between parents and children requires practice and patience. Positive parent/child communication serves as a model for other types of relationships. Read the Fact Sheet #1: **Roadblocks to Good Communication**, and each mark the roadblocks you feel might be used with parents or others with whom you communicate. Discuss strategies to overcome these roadblocks.
- 2. Analyze techniques to improve communication skills. (Competencies PS/B-1, PS/B-2, PS/B-3)**
  - Explain “I-messages and you-messages”. Describe the communication problems and possible feelings of each person in the following situations. Suggest I-messages these characters could use to get a discussion started.

*Scenario 1* -- Stephanie is 14 and Devon is 12; they have been ‘only children’ all their lives. Now, their parents have married and they are step sister and

brother. Neither of them is excited about having a sibling and they are not looking forward to sharing space. Stephanie spends a lot of time using the computer in the family room. The computer was moved to the family room to make a bedroom for Devon. Stephanie complains that Devon watches TV too loudly for her to work on the computer. She blames Devon for taking away her spare room where she could work without interruption. How can these two work out a compromise?

*Scenario 2* -- Andrea and Tricia are friends. They both work as lifeguards at the community swimming pool during the summer. After the pool closes each day all employees are responsible for cleaning up the changing rooms, concession area, and pool. It seems that almost every time the girls close the pool together, Tricia asks Andrea to cover for her by doing her share of the cleanup because she has to get home and can't stay any later. What should Andrea do or say to Tricia about this situation?

### **Questions for Discussion/Formative Assessment**

- Describe how each person is likely to feel.
- Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.
- What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.
- Can you identify any roadblocks to communication? Who created the roadblock? How? How can the roadblock be removed? Who should remove it?
- Explain why you think each situation developed.

- b. Write a journal entry based on one of the barriers to communication and relate it to a situation you've experienced. The journal entry should describe both points of view as much as possible, and attempt to interpret the feelings of the other person, as well as describe your own feelings.

The entry should include a paragraph or more detailing how the situation actually ended. In the final section of the journal entry, describe what you might do differently if this situation occurred tomorrow, or why you would do the same thing as before if successful in resolving the situation.

- c. Discuss with the class how it feels to be treated with respect. Create a list of words and phrases that describe those feelings. Discuss the negative feelings that accompany disrespect and list words and phrases for these feelings.
- d. Negative communication lowers our self-esteem. Negative comments lower self-esteem more rapidly than positive comments can build it back. Demonstrate how this can happen in a parent-child relationship. Use two large clear containers such as an empty, one-gallon, ice cream container. Fill one container with dried beans. One student serves as a 'teenager' and one student serves as a 'parent.' Give the 'teenager' a 2-cup measure and the 'parent' a 1/4 measuring cup. Read *A Typical Day in the Life of a Teen* Case Study aloud to the class. Each time the 'teen' hears a negative message, the teen will scoop out a 2-cup measure of beans into the second container.

Each time the 'parent' hears a positive statement, the 'parent' will put back a 1/4-cup scoop of beans into the original container. At the end of the case study, discuss the effect of the negative messages on the 'teens' self esteem.

### **Questions for Discussion/Formative Assessment**

- *How quickly did our teen go from 'full of self-esteem' to 'out of self-esteem'?*
- *What will happen the next day when the teen begins the day low on self-esteem?*
- *What might the teen say or do to help the parent understand how their words hurt?*

### **3. Review conflict management strategies. (Competencies PS/B-1, PS/B-3, PS/B-4)**

- a. Use the Fact Sheet #2: **Coping with Conflict**, as a discussion starter about why it is difficult to resolve conflict.

### **Questions for Discussion/Formative Assessment**

- *What types of conflicts can occur among family members?*
- *What types of conflicts can occur among friends?*
- *How do some conflicts get out of hand?*
- *What can be done after a conflict begins?*

- b. Write a journal entry, "What Makes My Family Strong." List strengths and give examples to illustrate points. At least one point should focus on how you resolve conflict in your family. Is this a strength or an area that needs some improvement?

### **4. Examine the outcome of "right" and "wrong" decisions. (Competencies PS/B-1, PS/B-2, PS/B-3, PS/B-4)**

- a. Determine the meaning of each of the terms listed on Activity Sheet #1: **Definitions** as you will use them throughout this class.

### **Questions for Discussion/Formative Assessment**

- *Do you think there is always a right or wrong answer to a practical problem? Explain.*
- *What information must you have to make decisions that affect others?*
- *Who can you turn to for help with these decisions?*

- b. Work in small cooperative groups. Read about current events in the newspapers or news magazines. Identify a story based on an ethical problem. Make an informational poster that reproduces the article and includes a description of the ethical dilemma. The poster does not need to answer the right or wrong question, rather it should present all aspects of the issue for consideration. Other good examples of how one person's actions

affect others are often featured in celebrity news, sports stories, human interest articles and political news.

### **Questions for Discussion/Formative Assessment**

- *What is the ethical issue in question? Why is this issue a dilemma?*
- *List as many possible solutions or actions as you can. Don't decide which solutions are "right" or "wrong," just list all of the alternatives you can.*
- *How would a person's values affect which solution they chose?*
- *Can a "right" answer for one person be the "wrong" answer for another? Explain.*

- c. Invite a guest speaker from a shelter or counseling organization to talk about the consequences of people using inappropriate ways to resolve conflict. Domestic violence is one difficult subject, but a common outcome when conflict is handled in an inappropriate manner. Ask the speaker to share ideas for using respectful communication techniques to resolve difficult family problems.
- d. Review Fact Sheet #3: **Steps for Managing Conflict** with students. Divide the class into pairs. Use Activity Sheet #2: **Case Studies** for role play. Each pair takes on the role of one of the characters. Use the strategies from the Fact Sheet to work out a solution for each problem.

## **Summative Assessments**

### Paper and Pencil

1. FCCLA Activity. Use the *Families First* program manual for instructions on creating a Family Council and Family Communication Contract. This might be expanded into a *Power of One* project. (Competencies PS/B-1, PS/B-3, PS/B-4)
2. Using Case Studies Activity Sheet #2 as a guide, write your own case study of a conflict management scenario. The scenario should be fictional, but it can be loosely based on real life. Write 3-5 discussion questions to help the characters in your scenario begin to work out their differences. (Competencies PS/B-1, PS/B-3, PS/B-4)

### Classroom Experiences

1. Divide into groups of four students. Using Case Studies of poor communications in this unit or the scenarios created in Paper and Pencil Assessment #2 above. Allow time for the team to read, discuss, and answer the questions. Have one reporter or team representative read the case example to the class and provide the team's responses. Discuss as a class how each person in the case example might take some action to improve the situation. (Competencies PS/B-1, PS/B-2, PS/B-3, PS/B-4)
2. Have teams discuss the actions that each character should take next. Role play the conversation that the team believes should follow this situation. This follow-up conversation should demonstrate respectful communication skills by each person,

and offer a solution to resolve the previous problem. (Competencies PS/B-2, PS/B-3, PS/B-4)

## Application to Real-Life Settings

1. Volunteer for one of the community agencies providing assistance to teens. Talk with teens that have faced difficult decisions and consider the consequences of their actions. (Competencies PS/B-2, PS/B-3)
2. FCCLA Activity. Develop a workshop to teach families about conflict management skills. Ask local experts to teach youth and parents family coping skills, communication skills and conflict management techniques. (Competencies PS/B-1, PS/B-2)



## Fact Sheet #1

### Roadblocks to Good Communication

Some types of behavior can prevent people from communicating and building strong, caring relationships. The following are a few examples of statements or comments that illustrate barriers to good communication.

1. Blame  
*"You never want me to have fun with my friends."*
2. Insults  
*"It was your stupid idea to come to this restaurant."*
3. Put Downs  
*"When are you ever going to grow up?"*
4. Interruptions  
*"Can this wait until after football practice?"*
5. Sarcasm  
*"I suppose you remembered my birthday all by yourself?"*
6. Commands  
*"I'm not asking you for your opinion. I'm telling you what I've decided."*
7. Threats  
*"If you want me to buy you a computer for graduation, you will speak to me in a civil tone."*
8. Make Excuses  
*"It's not my fault that we never have time to shop for your prom dress."*
9. Create Diversions (Change the Subject)  
*"I know you promise to keep your grades up if you can work part-time. I seem to remember that you promised to take care of the dog we adopted two years ago, and I always have to feed him before I leave for work."*
10. Lecture  
*"You may think you know what you're getting into. But the problem is more complicated than you understand. It's like the time..."*
11. Judge  
*"You can't wear your hair that way and expect anyone to hire you."*
12. Withdrawal  
*"Sure. Uh-huh."*

## Fact Sheet #2

### Coping with Conflict

#### Avoidance

Appropriate when

- The conflict is small and not worth a confrontation
- Time is needed to calm down
- Time is needed to gather more information

#### Accommodation

Appropriate when

- Satisfies the immediate need
- Allows the group or individuals to move on to more important things

#### Compromise

Appropriate when

- Both parties are willing to give in on some points for the overall decision
- Both sides are willing to give something to come to a quick end to the conflict

#### Competition

Appropriate when

- Winning at another's expense does not cause harm (this rarely occurs)

#### Collaboration

Appropriate when

- Individuals trust and respect each other
- There is time to fully discuss each side
- Those involved want the best solution for everyone involved
- Individuals are prepared to make sacrifices they believe will be the good of all

Inappropriate when

- the decision is important
- a decision is needed quickly
- postponing will only make matters worse

Inappropriate when

- the decision is important
- an important issue is at stake

Inappropriate when

- one person asks too much from the beginning, so that a compromise is still one-sided
- one person lacks the integrity to honor the deal agreed to

Inappropriate when

- it lowers cooperation
- it divides the people so that future relationships are negatively affected

Inappropriate when

- there is not enough time to fully discuss and evaluate options
- trust, respect, or communication is weak among those involved

**Fact Sheet #3****Steps for Managing Conflict**

When individuals interact in a close personal relationship such as the family environment, conflict is sure to occur at times. Dealing with the conflict in a caring manner creates a win-win situation for those involved. The steps below can help you identify the win-win solution to your conflict.

1. Take genuine interest in reaching a solution. Select a neutral location to talk that is free from distractions or interruptions. State your commitment to working out a solution. As you begin to discuss the problem, keep the focus of the discussion on the issue. (Review Fact Sheet #1: **Roadblocks to Communication**, to identify counterproductive behavior.)
2. Alternate turns talking and listening. State your opinion, feelings and expectations clearly. Listen without interrupting (verbally or nonverbally). Ask questions to clarify that you understand the other person's feelings. Work through this critical step until everyone agrees they understand the other perspectives.
3. Create a list of all possible solutions. Do not evaluate or judge any option at this time. Merely identify all possible solutions to the problem.
4. Discuss each possible solution and the consequences. Consider how effectively each option would solve the problem taking into account the goals and values of those involved. The goal is to identify a solution that is acceptable to everyone. One person should not cave in to satisfy another, bulldoze over others to get their way, or put up roadblocks that prevent any solution from being considered. Compromise may be one way to find a workable solution. If a mutually agreeable alternative is found, move on to the next step. If not, go to step 6.
5. Chart your plan of action based on the solution identified above. Determine and agree on the actions to be taken by each person involved. Question, clarify, and commit to the solution.
6. Take a break. Set a time to resume talks and reflect on alternatives. A new solution may appear that suits everyone.

*When all else fails, it may be helpful to agree to talk with a neutral party or mediator. Remember that the most important thing is to preserve the relationship. Giving in or giving up undermines the open, honest communication required for a respectful relationship. Conflict is natural but it does not have to be deadly to a relationship.*

## Fact Sheet #4

### Guidelines for Effective Communication

In order to solve problems, it is important to be able to discuss problems openly and respectfully. Effective communication involves both listening and speaking. Good listeners show an interest in what the other person is saying. Here are some guidelines, and how you might use them to improve your communication skills.

1. Draw a mental picture of what the other person is saying.  
*Ask questions to help you complete the picture in your mind. This will let the other person know that you are taking an interest in his or her topic.*
2. Learn something new from the speaker.  
*Take the role of a student trying to learn something new, so that your adolescent becomes the teacher.*
3. Stay focused on the other person.  
*Do not use this time to interrupt with one of your own stories.*
4. Be an active listener.  
*An active listener summarizes the speaker's statements to check for understanding. Ask questions to keep the conversation moving. By asking for more details, you will help to stay focused on the topic.*
5. Match the speaker's emotional state, unless it is hostile.  
*You will help the speaker feel accepted if you match his or her mood. This also shows empathy, or reassurance that you understand and can identify with the speaker.*
6. Withhold advice unless you are asked to give it.  
*Hear the other person out. Do not interrupt or add your opinions until the speaker has finished. Your job is to listen with understanding, not make judgment calls.*
7. Put yourself in the other person's shoes.  
*Try to understand your adolescent's perspective. This shows that you respect his or her point of view, even though you may not agree with it.*
8. Think before you speak.  
*You may want to count to ten before you respond. This will create an opportunity for you to compose yourself and avoid a heated discussion.*
9. Encourage the other person.  
*Even when discussing sensitive or emotionally charged topics, let your adolescent know that you still care about him or her. Think of something positive.*
10. Be pleasant.  
*Keep the conversation positive by talking about how you might want to solve the problem. Don't get entangled in past mistakes. Look for the positive side of the message, and keep the conversation productive and constructive.*

*Communicating with Your Teen* HYG-5158-96 Shannon L. Sachs

**Competencies PS/B-1, B-2- B-3 and B-4**  
**Activity Sheet #1**

**Name** \_\_\_\_\_

**Definitions**

**Compromise:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conflict:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Core Beliefs:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Empathy:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Ethical Behavior:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Respectful Relationship:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Sympathy:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Competencies PS/B-1, B-2, B-3, and B-4

### Activity Sheet #2

Name \_\_\_\_\_



## A Typical Day in the Life of a Teen

Each time the 'teen' hears a negative message, the 'teen' will scoop out a 2-cup measure of beans into the second container. Each time the 'parent' says a positive statement, the 'parent' will put back a 1/4-cup scoop of beans into the original container.

- |           |  |
|-----------|--|
| 6:00 a.m. | Come on, it's 6:00. You've got to get up.  |
| 6:05 a.m. | Hurry up and get dressed.  |
| 6:06 a.m. | They're probably under your bed. I told you if don't put your clothes in the laundry, I'm not going to wash them.  |
| 6:15 a.m. | Let's go. Quit poking around. Wash your face, comb your hair, and get your teeth brushed.  |
| 6:20 a.m. | I won't be home until later tonight. Have you got the house key, your glasses, and your lunch money?   |
| 6:25 a.m. | Here comes the bus. Have you had anything for breakfast? Do you have everything?   |
| 6:27 a.m. | Have a good day. I love you. Try to leave that crabby attitude here.   |
| 6:00 p.m. | Hi, I'm home. How are you? Did you have a good day? Why isn't the dishwasher empty? Have you fed the dog and cat?  |
| 6:10 p.m. | Put this book bag away. How many times do I have to tell you not to leave it lying here?   |
| 6:30 p.m. | Dinner's ready. Come on, let's eat.  |
| 6:35 p.m. | How many times do I have to tell you to come and eat? Turn that computer off and let's go. I don't want to keep yelling for you. Besides, you're not allowed to be on it anymore tonight!  |
| 6:40 p.m. | You're going to have to start carrying your share of the load. I'm not your slave and I don't have time to do all the work around here. It won't hurt you to do a few chores.  |
| 6:45 p.m. | If you're finished eating, unload the dishwasher. I've already asked you to do it once.  |
| 7:00 p.m. | Do you have homework? I told you not to use the computer anymore tonight.  |
| 7:15 p.m. | Turn the TV down. What in the world is that anyway? I've told you a million times not to leave empty food containers lying around. I don't collect them. Do you like to hear me complain, is that why you leave the empty containers sitting out when you're done with them? |
| 9:00 p.m. | It's time to get ready for bed. Do you have your homework finished, because you were supposed to finish your homework before you could watch tv?   |
| 9:15 p.m. | Good-night. I love you.  |

## Competencies PS/B-1, B-2, B-3, and B-4

### Activity Sheet #2 continued

Name \_\_\_\_\_



## Keisha and Her Father

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Keisha works hard as a volunteer at the hospital. She plans to attend nursing school when she graduates from high school, and she likes getting to know nurses at the hospital and helping patients. She is a good student and usually makes the honor roll. Her parents do not allow her to go out of the house after 10:00 p.m. on school nights.

The hospital is hosting a special fund-raising event on Tuesday. The event begins at 7:30 and will last until at least 11:30. The event will include dinner and a silent auction to raise money for new equipment. Keisha is invited to the dinner if she can stay and help with the silent auction.

When Keisha asks her father for permission to attend the hospital event, he asks when she will be home. She replies that the whole event will probably last until 11:30, and she explains that she will need to stay until the end to help with the silent auction. Her father says no without even looking up from the evening newspaper. Keisha bursts into tears.

She screams, "You never allow me to do anything" and she runs to her room and slams the door.

1. Describe how each person is likely to feel at the end of this conversation.

Keisha: \_\_\_\_\_  
\_\_\_\_\_

Her Father: \_\_\_\_\_  
\_\_\_\_\_

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Keisha: \_\_\_\_\_  
\_\_\_\_\_

Her Father: \_\_\_\_\_  
\_\_\_\_\_

3. What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Keisha: \_\_\_\_\_  
\_\_\_\_\_

Her Father: \_\_\_\_\_  
\_\_\_\_\_

4. Who created this barrier? Who should remove the barrier?

## Competencies PS/B-1, B-2, B-3, and B-4

### Activity Sheet #2 continued

Name \_\_\_\_\_



### Stu and Corey

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Stu and Corey have been great friends for as long as they can remember. They live in the same neighborhood, and hang out together most of the time in school and after school. They spend a lot of time in Corey's garage 'fixing' things. They fix bicycles, stereo equipment, and lots of other things. Stu is very good at repairing mechanical stuff, and Corey is very creative at figuring out how to make new parts from old materials.

They decide to enter the school science fair as a team. They agreed on a project and began their work. Toward the end of the project they got into an argument about how to finish their entry. Stu had an idea, but Corey wanted to try something different. Finally, they decided to wait until the next day to make a decision. They would think about each other's idea overnight.

Later that night, Corey went to the garage and finished the project using his idea. He knew once Stu saw it, he would love it. Stu just didn't understand. When Stu came over the next day and discovered that Corey had finished the project without him, he was furious.

Stu threw the project on the garage floor and it broke into several pieces. He stormed away yelling at Corey that their science project was finished and so was their friendship!

1. Describe how each person is likely to feel at the end of this conversation.

Stu: \_\_\_\_\_  
\_\_\_\_\_

Corey: \_\_\_\_\_  
\_\_\_\_\_

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Stu: \_\_\_\_\_  
\_\_\_\_\_

Corey: \_\_\_\_\_  
\_\_\_\_\_

3. What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Stu: \_\_\_\_\_  
\_\_\_\_\_

Corey: \_\_\_\_\_  
\_\_\_\_\_

4. Who created this barrier? Who should remove the barrier?



## Competencies PS/B-1, B-2, B-3, and B-4

### Activity Sheet #2 continued

Name \_\_\_\_\_



### Arianna and Desiray

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Arianna and Desiray are sisters. They help their parents raise vegetables to sell at the community Farmers' Market. They work at the Market every Saturday. It is a lot of responsibility, but they rely on the income. Besides, working together as a family is fun.

The girls have been saving part of their income to pay for a car. Arianna is 17 and Desiray will turn 16 in the fall. They plan to buy a car next summer, so they are hoping to earn a lot of money this summer.

Arianna plays basketball at her school, and she hopes to earn a scholarship to play basketball in college. Next year is her senior year and she knows that she will have to have a great season to stand out to the recruiters and coaches. One day after practice, Arianna's coach tells her about an opportunity working with a new community project for "At-risk" youth during the summer. She could be part of a group of volunteers who meet with the sixth-grade students to coach them in basketball and help them through some difficult times.

This opportunity could help Arianna get a scholarship for college, and it would be doing something that benefits the community. The problem is that it conflicts with her work schedule at the Farmer's Market. She is excited to tell Desiray about the opportunity.

Arianna was not prepared for Desiray's reaction. "Arianna," she said, "You obviously don't care about our family. How can you put your own goals first? We were supposed to work together this summer to earn money for a car."

1. Describe how each person is likely to feel at the end of this conversation.

Arianna: \_\_\_\_\_

Desiray: \_\_\_\_\_

2. Without taking either side, describe the behavior of each person and the way the behavior influences the other person's response.

Arianna: \_\_\_\_\_

Desiray: \_\_\_\_\_

3. What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Arianna: \_\_\_\_\_

Desiray: \_\_\_\_\_

4. Who created this barrier? Who should remove the barrier?

## Competencies PS/B-1, B-2, B-3, and B-4

### Activity Sheet #2 continued

Name \_\_\_\_\_



## Sidney and Miranda

Read the following situation, and then answer the questions to improve their communication in a caring, respectful manner. Describe the communication problems and possible feelings of each person.

Sidney and Miranda have been dating for eight months. They do many things together and share the same interests. The one interest they do not share is theatre. Miranda loves watching plays and attending performances. Sidney doesn't enjoy live theatre at all.

Whenever Miranda invites him to go to a play, Sidney suggests they do something else. Miranda understands that Sidney isn't a fan, so she invites three of her other friends to go to a play this weekend. Sidney gets angry because Miranda wants to spend time at a play with her friends rather than go out with him.

Sidney accuses Miranda of not really caring about him. He says if she cared about his feelings she would do something else that they both enjoyed. Miranda yells back that he would go to the play if he had any concern for her feelings.

1. Describe how each person is likely to feel at the end of this conversation.

Sydney: \_\_\_\_\_

Miranda: \_\_\_\_\_

2. Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

Sydney: \_\_\_\_\_

Miranda: \_\_\_\_\_

3. What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Sydney: \_\_\_\_\_

Miranda: \_\_\_\_\_

4. Who created this barrier? Who should remove the barrier?

\_\_\_\_\_