

MY FRIEND IS MAD AT ME

My friend is mad at me for saying things about her. I did say stuff when I was with other friends, but somehow she thinks it was just me and is ignoring me. I'm getting blamed for something that was part of a group conversation! How do I fix this?

C.T., 15, Hawaii

Find a way to tell your friend how sorry you are, even if you have to write a note and stick it in her locker. Even though you weren't alone, you have to take responsibility for what you said. Don't expect your other friends to confess to their part

in the conversation if they've already skated, but do enlist their help to get her to accept your apology. The next time you feel like joining the gossip session about someone you care for, remember this and stop yourself.

**Reprinted with permission from React magazine.*

TELL ME ABOUT YOURSELF

CANDIDATE #1:

INTERVIEWER: Tell me about yourself.

CANDIDATE: (lounging across the chair) Well, I'm probably the top athlete in my school. I'm fast as anything, and I can bench press 250 pounds.

INTERVIEWER: So, loading and unloading boxes...

CANDIDATE: ...would be a piece of cake! And I just got a new 10-speed bike that I could use to make deliveries FAST. I really don't think my twin brother would mind, even though the bike belongs to both of us.

INTERVIEWER: Have you ever done this kind of work before?

CANDIDATE: Nah, but it's no big deal. I can handle it.

CANDIDATE #2:

INTERVIEWER: Tell me about yourself.

CANDIDATE: Well, I just moved here about a month ago. I'm a pretty good student. My classes don't seem too tough, so I think I can handle an after-school job.

INTERVIEWER: So, the hours won't interfere with your schedule or homework?

CANDIDATE: No. They work out fine for this semester.

INTERVIEWER: You know that the job involves lifting some heavy boxes...

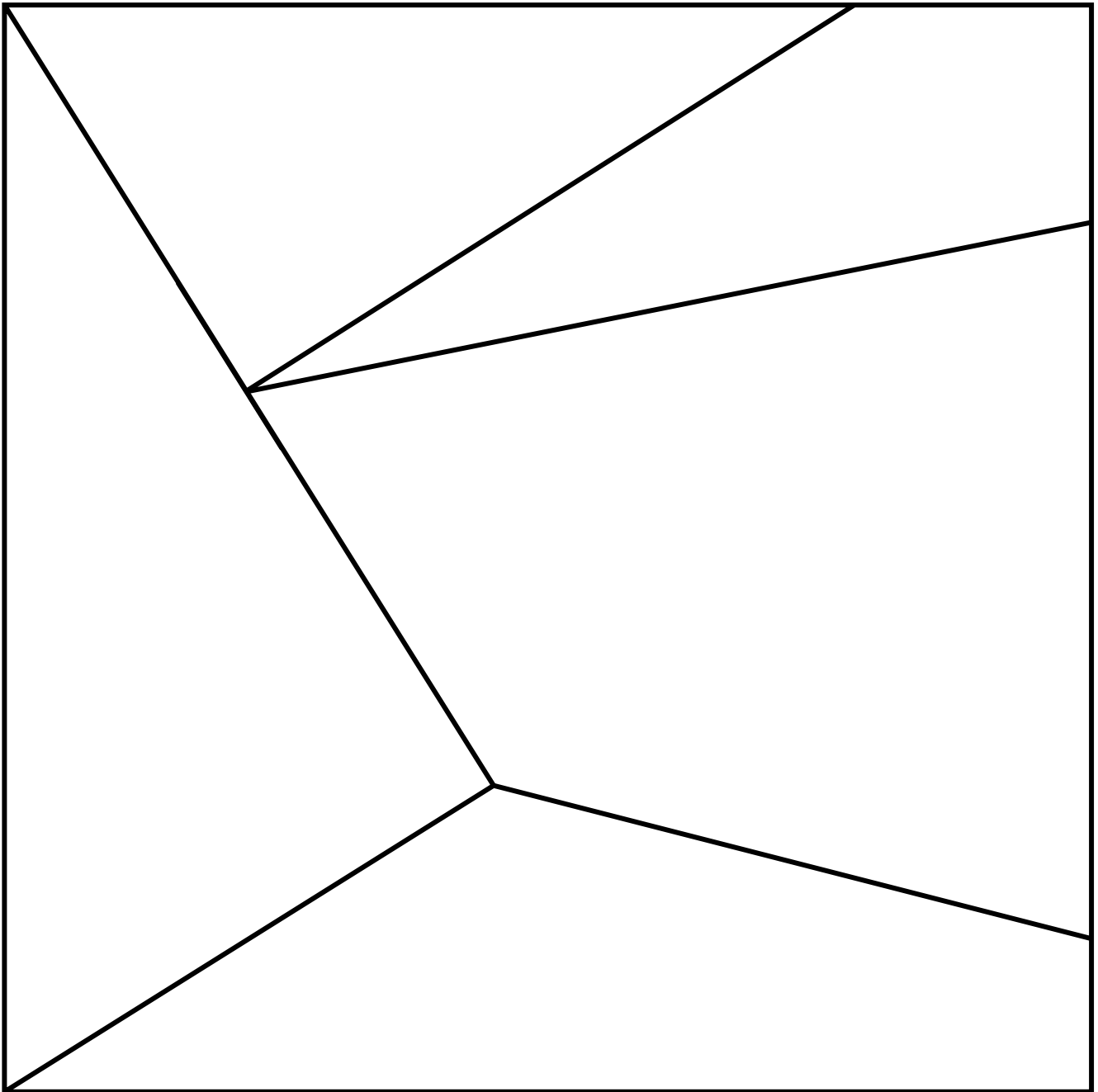
CANDIDATE: ...I know. I'm stronger than I look! When we moved here, I had to lift some really heavy boxes. I did okay with them.

INTERVIEWER: Have you ever done anything else that's similar to this kind of work?

CANDIDATE: No, but I'm really well organized. And I've been to this store a lot, so I know where things are. I know the neighborhood, too. So I won't get lost making deliveries. I think I can do the job.

STRENGTHS & WEAKNESSES

SQUARE PUZZLE SET



CRITIQUE SHEET

DIRECTIONS:

1. Write a brief description of the situation in each “scenario” box.
2. Describe the nonverbal messages that each actor sent during their role play.
3. Identify if the nonverbal messages in each scenario were effective, and why.

	Nonverbal messages sent	Effective or ineffective? Why?
Scenario 1:		
Scenario 2:		
Scenario 3:		
Scenario 4:		

LISTENING SIGNALS

<p>VERBAL SIGNALS</p> <p>Introduction Let's discuss I want to talk about Today's lecture covers First</p> <p>Main Ideas Let me repeat This is really important Make a note of Remember that</p> <p>Change in Direction Next Let's move on to On the other hand Even though</p> <p>Major Details For instance For example Namely The following reasons</p> <p>Conclusion Finally The last point In conclusion All in all</p>	<p>NONVERBAL SIGNALS</p> <p>Speaking more loudly Speaking more emphatically Movement Moving closer to the listener Eyes rolling Finger wagging</p>															
<p>Additional Signals</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: left; padding: 5px;">Verbal</td> <td style="width: 40%;"></td> <td style="width: 30%; text-align: right; padding: 5px;">Nonverbal</td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> <tr> <td><hr/></td> <td></td> <td></td> </tr> </table>		Verbal		Nonverbal	<hr/>			<hr/>			<hr/>			<hr/>		
Verbal		Nonverbal														
<hr/>																
<hr/>																
<hr/>																
<hr/>																

CRITICAL LISTENING: MISLEADING COMMUNICATION

Technique	Explanation	Example	Detection Hints
Opinion disguised as fact	A <i>fact</i> is something that can be verified as true or as something that actually happened. An <i>opinion</i> is someone's feelings or judgment. If a speaker does not support information that is given as fact, then it is an opinion disguised as fact.	Fact: George Washington was the first president of the United States. Opinion disguised as fact: Historians agree that George Washington was the greatest president that the United States has ever had.	Speakers must support opinions with facts before you can accept them as valid. Ask questions to discover facts. Verify facts by checking reference sources.
Deceptive connotation	The <i>denotation</i> of a word is its literal meaning. The <i>connotation</i> is a word's suggested meaning and the associations that the word has. Connotations can make a listener feel or think a certain way.	Neutral denotation: His determination surprised us. Unfavorable connotation: His stubbornness surprised us.	If a speaker uses the connotation of a word to distort the truth and sway the listener, it is imprecise communication. Ask yourself if the connotation of any word is used to distort the truth.
Questionable euphemisms	A <i>euphemism</i> is a word or phrase that is used to avoid speaking directly about something that is unpleasant or improper.	Euphemism: The remains of the soldiers were never found. Direct word: The dead bodies of the soldiers were never found.	Euphemisms are used to soften the truth. Ask yourself why a speaker chose to use a euphemism instead of a more accurate term.
Inflated language	<i>Inflated language</i> is language that consists of scholarly, technical, or scientific words and overly long phrases. <i>Jargon</i> , the specialized vocabulary of a profession or a hobby, is an example of this.	Inflated language: No viable alternative exists for diligent commitment to an endeavor. Concise language: There is no substitute for hard work.	Jargon appears to be technical. It may present ideas you could understand more easily if they were stated clearly. Ask yourself why inflated language was used.

CRITICAL LISTENING: ANALYSIS

Program: _____		
Speaker	Statement/Action	Purpose/Motivation

I-MESSAGES

I-Messages are a great way to explain yourself when you are upset. When you use I-Messages, people are more willing to listen to you and respond to your requests without becoming defensive. I-Messages encourage open discussion and can help resolve a conflict quickly and easily.

EXAMPLE

One of your friends often borrows things from you and doesn't return them.

I feel upset
 when you don't return my things
 because they are important to me.

Fill in the blanks for the following I-Messages:

1. Your closest friend is telling others about your personal life.

I feel _____
 when you _____
 because _____

2. You haven't been called on all week, even though you've raised your hand.

I feel _____
 when you _____
 because _____

3. Someone in your family keeps forgetting to give you messages.

I feel _____
 when you _____
 because _____

VOCABULARY OF FEELINGS

A

Afraid
Aggressive
Annoyed
Anxious
Apathetic
Apologetic
Apprehensive
Ashamed
Audacious

B

Bashful
Bold
Bored
Brave

C

Calm
Cautious
Cheerful
Comfortable
Competent
Confident
Confused
Curious
Cynical

D

Decisive
Depressed
Determined
Disappointed
Disapproving
Disgusted
Distressed

E

Ebullient
Ecstatic
Embarrassed
Energetic
Enraged
Enthusiastic
Envious
Excited
Exhausted

F

Friendly
Frightened
Frustrated

G

Grateful
Greedy
Guilty

H

Happy
Helpless
Hopeful
Horrorified

I

Impatient
Incompetent
Indecisive
Indifferent
Innocent
Insecure
Inspired
Insulted
Intimidated
Irritated

J

Jealous
Joyous

L

Lazy
Listless
Lonely

M

Marvelous
Mischievous
Miserable
Morose

N

Negative
Nervous

O

Oblivious
Optimistic
Overwhelmed

P

Paranoid
Peaceful
Perplexed
Petrified
Proud
Puzzled

R

Reckless
Regretful
Relaxed
Restless

S

Sad
Satisfied
Secure
Serene
Shocked
Shy
Silly
Skeptical
Sleepy
Sluggish
Smart
Stimulated
Stupefied
Subdued
Sullen
Surprised
Suspicious
Sympathetic

T

Tense
Tentative
Timid
Tranquil
Trusting

U

Uncomfortable
Undecided

W

Wary
Whimsical
Worried

Z

Zealous

TOPICS FOR A CONTROLLED DEBATE

- Students who get in trouble with the law should be expelled.
- Healthy people should become organ donors.
- People should be banned from talking on their cell phones in public places.
- Animals should live in their natural habitats, not in zoos or circuses.
- Boys and girls should be allowed to try out for and play on any high school sports team they want, including basketball and football.
- Squirt guns, laser pointers, and other toys that look like guns should be banned from schools.
- Policies banning homework should be established in school districts.
- All schools should require uniforms.
- All students should be required to learn a foreign language.
- Athletes should be required to graduate from college before playing professional sports.
- Schools and libraries should block certain websites on computers used by high school students.
- Student government should have the power to change school policy.

GLOSSARY

active listening: listening that focuses attention on the speaker, confirms what one hears, and responds to what is said.

connotation: the suggestive emotional content or significance of a word, additional to its exact meaning; implication.

convey: to communicate or make known; impart.

critical listening: listening in order to analyze and evaluate a speaker's words.

cue: a reminder; a hint or suggestion.

deceptive: tending to deceive, betray, or trick; dishonest.

defensive: constantly protecting oneself from criticism, exposure of one's shortcomings, or other real or perceived threats to oneself.

denotation: 1. the act of distinguishing by name; a marking off. 2. that which indicates; a sign.

escalate: to increase, enlarge, or intensify in a gradual manner.

euphemism: substitution of a mild or agreeable term for one considered harsh or blunt.

incomprehensible: difficult or impossible to understand or comprehend.

interaction: exchange between two or more people.

jargon: the specialized or technical language of a trade, profession, or similar group.

misinterpret: to interpret or explain inaccurately.

mislead: to lead into erroneous thought or action, especially by intentionally deceiving.

obscure: not clearly understood or expressed; dim or vague.

passive: not participating or acting.

passive listening: listening without really thinking about what is being said.

scenario: an outline or plan of an expected sequence of actions or events.