

Take Charge of Your Life

Chapter 4

Communicate With Others

Chapter 5

Citizenship and Leadership

Chapter 6

Goals and Decision Making

Unit Preview

This unit is about being in control of your own life. In this unit, you will learn about:

- Using verbal and nonverbal skills to communicate efficiently.
- Recognizing the causes of conflict.
- The duties of being a responsible citizen.
- The importance of leadership skills.
- Why setting goals is essential.
- Making smart decisions.

Explore the Photo

Achieving a goal can be a very fulfilling experience. **What are some of the things you should think about when setting goals?**



Life Skills Project Preview

Your Point of View

When you are done studying this unit, you will complete a project in which you will:

- ✓ Discover an issue in your community that you care about.
- ✓ Interview someone who holds an elected office.
- ✓ Share your opinion on the issue with your class.

The prewriting activity below will help you get started.



Prewriting Activity Research Newspaper Stories

Find and read stories in your local newspaper about local issues that you care about. Cut out these stories for your journal, and write a summary of the article beside each one.

- What are the facts and issues discussed in each article?
- What are the different opinions about each issue? There are often two sides to an issue. If this is the case, summarize the opinion of each side.

Communicate with Others

Section 4.1

Listening and Speaking Skills

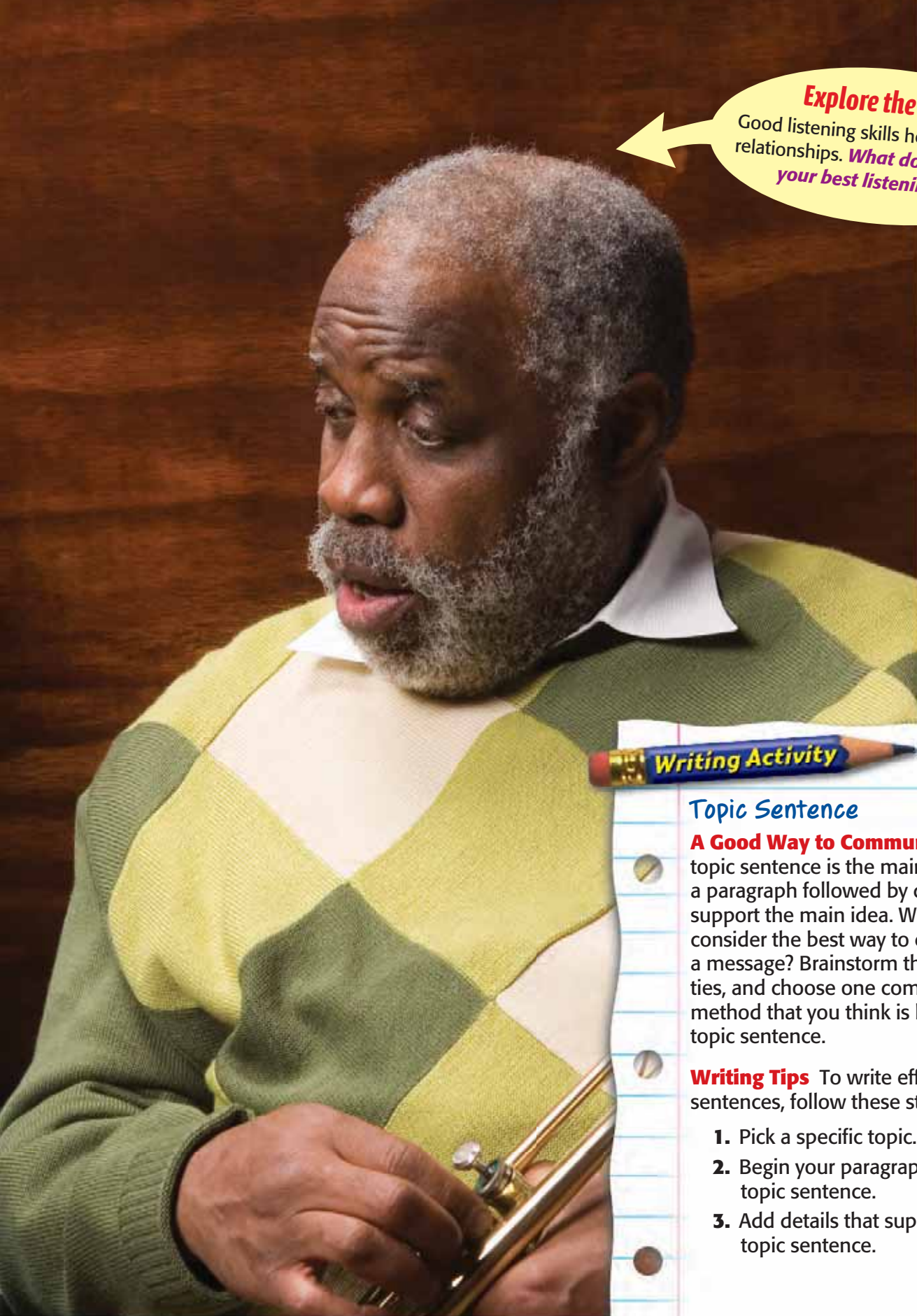
Main Idea Communication is more than just talking. Learn to use verbal and nonverbal skills to build better communication.

Section 4.2

Handle Conflict

Main Idea You can learn to recognize the causes of conflict. There are ways to communicate that can help you prevent, avoid, and resolve conflict.





Explore the Photo

Good listening skills help build strong relationships. *What do you think are your best listening skills?*

Writing Activity

Topic Sentence

A Good Way to Communicate A topic sentence is the main point of a paragraph followed by details that support the main idea. What do you consider the best way to communicate a message? Brainstorm the possibilities, and choose one communication method that you think is best for your topic sentence.

Writing Tips To write effective topic sentences, follow these steps:

1. Pick a specific topic.
2. Begin your paragraph with the topic sentence.
3. Add details that support your topic sentence.

Reading Guide

Before You Read

Understanding Write down questions while you read. Many of them will be answered as you read. If not, you will have a list ready for your teacher.

Read to Learn

Key Concepts

- ✓ **Describe** how verbal and nonverbal communication can show how you feel about yourself and others.
- ✓ **Recognize** that listening is as important as speaking.
- ✓ **Show** how asking questions can improve communication.

Main Idea

Communication is more than just talking. Learn to use verbal and nonverbal skills to build better communication.

Content Vocabulary

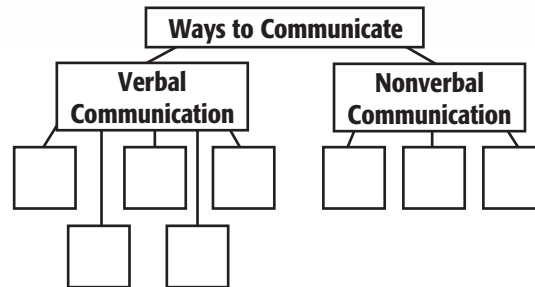
- communication
- sign language
- body language
- gesture
- perception
- feedback
- gossip
- rumor
- diplomacy

Academic Vocabulary

- signal
- exchange

Graphic Organizer

As you read, look for verbal and nonverbal guidelines for effective communication. Use a web like the one shown to help you organize your information.



- 🔗 **Graphic Organizer** Go to this book's Online Learning Center at glencoe.com to print this graphic organizer.

Academic Standards



English Language Arts

NCTE 7 Conduct research and gather, evaluate, and synthesize data to communicate discoveries.



Mathematics

NCTM Number and Operations Compute fluently and make reasonable estimates.



Science

NSES A Develop abilities necessary to do scientific inquiry.



Social Studies

NCSS VI G Power, Authority, and Governance Evaluate the role of technology in communications as it contributes to or helps resolve conflicts.

NCTE National Council of Teachers of English

NCTM National Council of Teachers of Mathematics

NSES National Science Education Standards

NCSS National Council for the Social Studies

Interacting with other people is a part of your daily life. Phone conversations, talking face to face, e-mail, and instant messages are just a few examples of how you communicate. Improve your communication with speaking and listening skills.

Verbal and Nonverbal Communication

Communication is the process of sending and receiving messages about ideas, feelings, and information. Messages are sent with words and without words. We use spoken words, written words, sign language, images, and even our bodies and faces to communicate.

Verbal Communication

Verbal communication can be spoken or written. Carefully select the right words to express yourself. Say what you think and feel, but always be polite. Effective verbal communication guidelines include the following:

- **Speak for yourself.** Share your own experiences and feelings. Do not assume that other people know what you think, how you feel, or what you want.
- **Avoid speaking for others.** Do not assume that you know what other people think, how they feel, or what they want. Ask them. Let them speak for themselves.
- **Be clear and direct.** Tone of voice can reveal your feelings. You can send mixed messages if your tone does not match the words you are using.
- **Be aware of your listener.** Check to see that your listener understands what you are saying.
- **Ask questions.** Ask “who,” “what,” “when,” “where,” and “how” questions. These questions help others share their thoughts and feelings.

As You Read

Connect How has technology changed the way people talk to each other?

Vocabulary

You can find definitions in the glossary at the back of this book.

Be a Good Listener

Listening is just as important as speaking.

How does it make you feel when someone really seems to listen to what you say?





Online Communication

Technology has changed the way we talk to our friends. It can be fast, easy, and fun to talk online through e-mail, instant messages, blogs, and social networking sites. However, it also can be dangerous. Even if you think your messages are private, it is still possible for others to access your information. Use these tips to stay safe online:

- Do not post your real name, phone number, home address, or school name.
- Do not open e-mail from a source you do not know.
- Only accept messages from people you know and trust.

Nonverbal Communication

Nonverbal communication is communication without using words. You may think of sign language when you think of nonverbal communication. **Sign language** is a system of hand signs used by or for people who have a hearing impairment. However, there are many other ways people communicate without words. Think about the common greeting, “It is nice to meet you.” Now, think about that greeting spoken with a handshake and a smile. Nonverbal communication can add to verbal communication and make it more effective. **Figure 4.1** describes common nonverbal communication signals. We communicate without words in the following ways:

- **Body Language** You communicate a lot through body language. **Body language** is nonverbal communication through gestures, facial expressions, behaviors, and posture. A **gesture** (ˈjɛs-çər) is the use of body movements to communicate meanings or emotions. Sometimes you use body language instead of words without being aware of it.
- **Posture** Your posture can **signal**, or show, your interest level. Tense posture may indicate that you are nervous, angry, or worried. Folded arms can show that you do not want to listen. If you appear relaxed, people are more likely to open up to you.
- **Personal Space** Some people prefer that others do not stand or sit too close to them. Others are more comfortable with physical closeness. The space in which you feel comfortable is your personal space. The amount of personal space you require can communicate your feelings. For example, if you keep your distance from people, it can show that you are not interested in conversation. If you allow people to be closer to you, you appear open to conversation.



List What are three types of nonverbal communication?

Be an Active Listener

The ability to listen is just as important as the ability to speak. Listening is not the same as hearing. When you hear, you are aware of the words being said. When you listen, you make an effort to understand the message. An active listener restates what the speaker says to make sure he or she understands the message.

You can improve your listening skills by using the following guidelines:

- Give your full attention to the speaker.
- Do not interrupt.
- Concentrate on what the speaker is saying, not on what you will say next.
- Listen for the overall meaning, not just the details.
- Pay attention to nonverbal signs.
- Avoid making quick judgments.
- Try not to become distracted.
- When the other person is finished, ask questions to show that you understand.



**Seek Encouragement
Family and Friends**

Seek out friends and family members who are supportive of your efforts in school and who encourage you to do your best.



Figure 4.1 Nonverbal Signals

Communicate Without Words Watch people when they are not speaking and you can see that they are still communicating. *How can you show a person that you are interested in the conversation without using words?*



Body Signals Folded arms can signal disinterest or anger. Hands on your hips can show impatience. Lean forward and face the speaker to show concern and interest.

Nod or Shake Your Head You can nod your head and smile to show approval or that you agree. You can shake your head to show that you disagree or do not understand.



Eye Contact Look the other person in the eye to show interest and caring. If you do not look at the other person, it could make him or her think you are bored, distracted, or uninterested.

SCIENCE YOU CAN USE



Is Body Language Affected by Gender?

To complete a scientific investigation or experiment, you collect data. Scientists collect data as numbers and descriptions, and then organize the data in different ways. Use your science skills to determine whether or not gender plays a part in body language.

Procedure Choose a locations to observe teens, such as at your school, a community center, or a favorite place to meet your friends. Using the examples in Figure 4.1 as a guide, create a chart to record the types of nonverbal communication used by boys and the types used by girls.

Analysis What body language did you see most often? Did boys make certain gestures more often than girls? Did girls use different kinds of body language from boys? Draw conclusions from the data to share with classmates.

NSES A Develop abilities necessary to do scientific inquiry, understandings about scientific inquiry.

Perception and Communication Styles

How well you listen affects your perception. **Perception** (pər-ˈsep-shən) is using your senses to get information about what is around you. Perception can be influenced by where you grew up, your education, your values, and your cultural heritage. These factors can affect the way verbal and nonverbal messages are sent and received.

Just as people’s perceptions can differ, so can communication styles. Assertive communicators make sure their points get across. Passive communicators often listen more than they speak. Aggressive communicators may offend other people by taking over the conversation. Remember to consider the other person’s perception and communication style when listening to what they are saying to you.



List What are three styles of communication?

Conversation


Conversation involves the **exchange**, or sharing, of ideas, thoughts, and feelings. It is a two-way street. You must be willing to express yourself as well as listen to others.

For a conversation to be interesting and effective, it is important for each person to have a chance to talk. A good way to start is to ask the other person about his or her interests. Most people like to talk about their own experiences.

Ask Questions

It is important to give and receive feedback during a conversation. **Feedback** is the response given to a message sent. Ask questions to help you find out about other people’s interests. Think about the following example: Rena asks, “Do you like baseball?” Eric answers, “Yes.” That is the end of the conversation. This kind of closed-end question means that the answer is either “yes” or “no.” There is no room for further discussion. Rena could get a better response if she asks, “What did you think of the game today?” Eric might say, “My favorite player scored three runs!” This is an example of an open-ended question. It leaves the possibility for more to talk about.

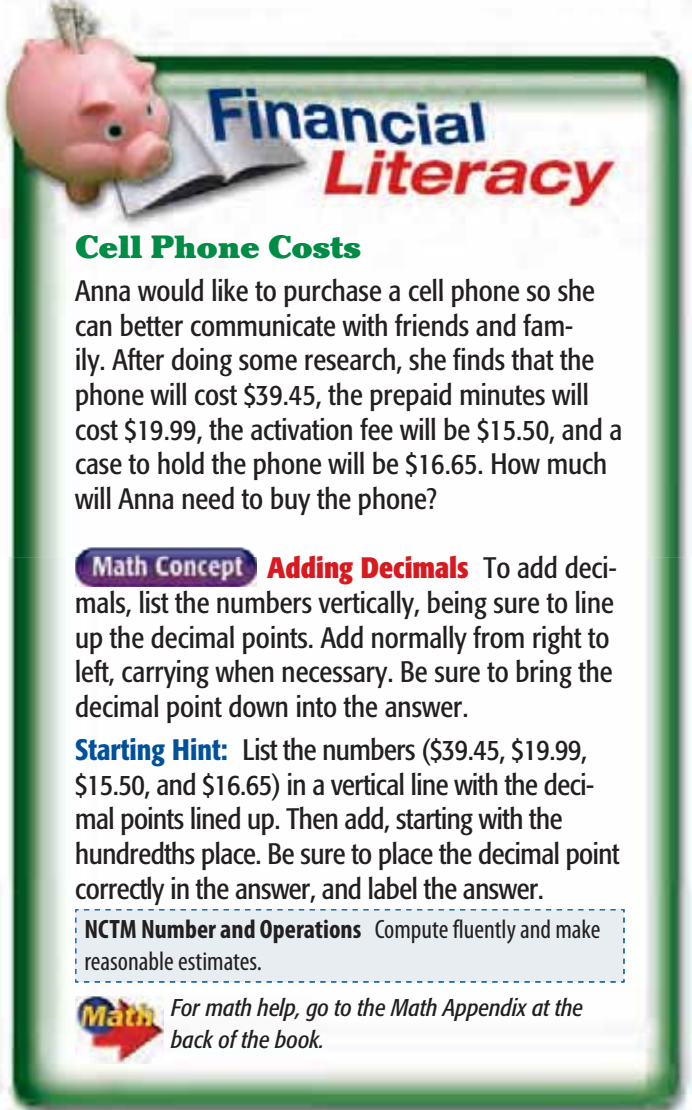


 **Gossip Hurts** No one benefits from gossip. *What can you say to a friend who wants to gossip?*

Avoid asking “why” questions such as “Why did you change your mind?” This type of question forces the other person to explain or defend his or her actions. You also should avoid questions that lead the other person to answer the way you think he or she should answer. For example, if you ask, “Don’t you think vegetarian pizza is the best?” is really a statement of what you think. It is a way to get the other person to agree with you. Instead ask, “What kind of pizza do you like best?”

Avoid Gossip

Do you know people who gossip? **Gossip** is talking to people about someone else’s personal life or private business. It is often done in an unkind way and can lead to rumors. A **rumor** is a statement spread from one person to another without knowing whether or not it is true. The information spread through gossip may be hurtful. It can damage friendships and ruin reputations. When you avoid gossip and rumors, you can show that you are a mature, caring, and responsible person.



Financial Literacy


Cell Phone Costs

Anna would like to purchase a cell phone so she can better communicate with friends and family. After doing some research, she finds that the phone will cost \$39.45, the prepaid minutes will cost \$19.99, the activation fee will be \$15.50, and a case to hold the phone will be \$16.65. How much will Anna need to buy the phone?

Math Concept Adding Decimals To add decimals, list the numbers vertically, being sure to line up the decimal points. Add normally from right to left, carrying when necessary. Be sure to bring the decimal point down into the answer.

Starting Hint: List the numbers (\$39.45, \$19.99, \$15.50, and \$16.65) in a vertical line with the decimal points lined up. Then add, starting with the hundredths place. Be sure to place the decimal point correctly in the answer, and label the answer.

NCTM Number and Operations Compute fluently and make reasonable estimates.

 For math help, go to the Math Appendix at the back of the book.

Character Counts

Integrity

Shanda has just moved to a new town and school. She really wants to fit in and get to know people. Two girls in her neighborhood offered to walk to school with her, introduce her to their friends, and show her around. On the first day of school, she walked with her new acquaintances. The girls started gossiping about some other girls that Shanda has not met. Shanda does not know whether or not the things they said are true.

You Make the Call

Should Shanda continue walking with the girls and participate in the gossip? Should she find someone else to walk to school with? Write a paragraph that explains what you think Shanda should do.

Be Diplomatic

When you say things in a way that will not embarrass someone or cause hurt feelings, you are being diplomatic.

Diplomacy, (də-ˈplō-mə-sē) also called tact, is being honest without being hurtful. It is important that negative comments focus on the issue, not the person. For example, imagine if your teacher said, “There is only one day left before the test. What can I do to help you prepare?” How would you react to that question? Most likely, you would feel glad or relieved that your teacher wants to help. Now imagine if the teacher said, “Why aren’t you ready for the test yet?” How would you react to that question? You would probably feel defensive or angry and less willing to answer. Think before you speak. Sometimes, the way you say something can be even more important than what you say.

Section

4.1

After You Read

Review What You Have Learned

1. **List** the guidelines for effective verbal communication.
2. **Describe** ways to improve your listening skills.
3. **Explain** why gossip can be destructive to other people.

Practice Academic Skills



English Language Arts

4. Observe interactions between two of your friends. Then write a paragraph to describe what was said, how it was said, and to evaluate whether or not they effectively used any of the communication skills from this chapter.

NCTE 7 Conduct research and gather, evaluate, and synthesize data to communicate discoveries.



Social Studies

5. How has technology changed the way people talk to each other? Do you think these changes are positive or negative? Explain your answers.

NCSS VI G Evaluate the role of technology in communications, transportation, information-processing, or other areas as it contributes to or helps resolve conflicts.



Check Your Answers Check your answers at this book’s Online Learning Center at glencoe.com.

Reading Guide

Before You Read

Buddy Up for Success One advantage to sharing your notes with a buddy is that you can compare notes before you start quizzing each other.

Read to Learn

Key Concepts

- ✓ **Identify** factors that can cause conflict.
- ✓ **Explain** how you can prevent conflict.
- ✓ **Suggest** ways to resolve conflict.

Main Idea

You can learn to recognize the causes of conflict. There are ways to communicate that can help you prevent, avoid, and resolve conflict.

Content Vocabulary

- conflict
- prejudice
- negotiation
- peer mediation


Academic Vocabulary

- escalate
- neutral

Graphic Organizer

As you read, list five causes of conflict. Next to each cause, write something you can do to prevent the conflict. The first one is completed for you. Use a graphic organizer like the one shown to help you organize your information.

Causes of Conflict	Ways to Prevent the Conflict
1. Misunderstandings	Listen closely. Repeat what the other person said.
2.	
3.	
4.	
5.	

 **Graphic Organizer** Go to this book's Online Learning Center at glencoe.com to print this graphic organizer.

Academic Standards



English Language Arts

NCTE 5 Use different writing process elements to communicate effectively.

NCTE National Council of Teachers of English

NCTM National Council of Teachers of Mathematics



Social Studies

NCSS 1B Culture Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

NSES National Science Education Standards

NCSS National Council for the Social Studies

Do you get along with everyone all of the time? If you are like most people, your answer is probably no. In fact, you might even find that lately you get into more arguments than you did when you were younger. That is because you are developing opinions of your own. Learn how to handle and communicate your opinions in positive ways. This is an important part of becoming an adult.

As You Read

Connect Think about the skills you have or want to learn to help you resolve conflicts.

Vocabulary

You can find definitions in the glossary at the back of this book.



Damage Control

Unresolved conflict can damage relationships.

What can happen if you do not resolve a conflict with one of your parents?



Face Conflict

A **conflict** is a disagreement or struggle between two or more people. Everyone experiences conflict at one time or another. You have probably had disagreements with both friends and family members.

Causes of Conflict


Think about the last time that you had a disagreement. Can you remember the cause? Conflict with friends and peers is not unusual, especially during the teen years.

- **Misunderstandings** Conflicts often occur when people do not communicate effectively. Take the time to listen closely to what the other person is saying.
- **Differing Opinions** You have your own opinions about a wide range of topics. You might feel a need to defend your opinions. It is important to remember that each person has the right to his or her opinion. Do not let this become a power struggle. Conflicts over control can hurt the people involved.
- **Gossip** If a group of teens started gossiping about your best friend's parents going through a divorce, your friend would probably feel hurt and angry. You might feel angry, too. Suggest other conversation topics to help avoid gossip.
- **Jealousy** If you and a friend both tried out for the lead in the school play and your friend got the part, you might feel jealous. Do not waste your energy being jealous of others. Focus on your own accomplishments and goals instead.
- **Prejudice** Some conflicts are caused by **prejudice** ('pre-jə-dəs), an opinion about people that is formed without facts or knowledge. Prejudice causes people to judge others without taking the time to get to know them. Remember that just because someone is different from you does not mean they are bad or wrong. Get to know people for who they are. Do not allow stereotypes to keep you from forming friendships.



Reading Check

Define What is conflict?

 **Take Time Out** Sometimes it helps to be alone to think over a situation. *How can you help prevent conflict by examining your behavior?*



Prevent and Avoid Conflict

You can prevent some conflicts by heading off problems before they start. The best way to do this is to pay attention to your own behavior. How do you treat others? Why do you say or do certain things? When you explore your actions, you may find that there are some qualities you can improve in yourself. Try to look at situations from their point of view.

Control Anger

A conflict can **escalate**, or get worse, if you get angry. Learning to control your anger is an important way to prevent conflicts. When you or another person is angry, it can be easy for things to get out of hand. If you are angry, follow these tips to keep your anger from making a conflict worse:

- **Write in a journal.** Put your feelings on paper in a journal.
- **Listen to or play music.** Music can have a calming effect.
- **Find a creative outlet.** Draw, paint, write songs or poetry, or start a scrapbook project.
- **Exercise.** Use your energy for a long walk or run, or work it off at the gym.
- **Get some rest.** Anger can drain your energy and make you feel tired. Take a break, a nap, or go to bed early. Sleep helps you focus.
- **Talk to someone.** Talk about your feelings with a trusted adult.



Reading Check *Understand* What can you do to help control your anger in conflict situations?

Practice Peer Mediation

In this activity you will practice the steps in peer mediation. If time permits, practice once as a mediator and once as a person with a conflict. Before you begin, read through the entire Hands-On-Lab assignment. Write down any questions that you might have about the activity. Reread the text or ask your teacher for help if you need it.



Supplies

- ✓ Paper
- ✓ Pen or pencil

Develop Your Plan

- Come up with a set of rules for the process. Write them down.
- Assign two students to be in the conflict and another to be the mediator.
- Each student should tell his or her side of the story or complaint. If necessary, the mediator can meet with each person separately.
- Create and discuss possible solutions.
- Once a solution is reached, both students should sign a “contract” stating that they agree to the solution.


Implementation

- Each student should listen quietly until the other finishes his or her side of the story.
- The mediator should ask any questions he or she has.

- The mediator should paraphrase, or tell the story in his or her own words, what was said to make sure the issues are clear.
- Each side should offer several solutions to the conflict.
- The peer mediator should choose the best solution.
- Both students should sign a contract agreeing to the solution.

Evaluate Your Results

What problems did you have in this exercise? Were you able to work out a solution to which both students agreed? If so, what was the solution? What would you do differently next time? If you are ever in a conflict at school, would you seek out a peer mediator for help? Why or why not? Write one or more paragraphs to explain your answer.

 **Projects and Activities** Go to this book's Online Learning Center through glencoe.com for more projects and activities.

Resolve Conflict

People who handle conflict well use good communication skills. You do not have to wait for a conflict to practice these skills. In fact, if you work on these skills every day, you may have fewer conflicts in the first place. However, conflicts can occur in spite of your best efforts. When they do, you and the other person can work out your differences in a way that satisfies both of you. Use the communication skills in **Figure 4.2** on page 88 to help you resolve conflicts.

Compromise and Negotiation

Resolving a conflict often means reaching a compromise. A compromise is an agreement in which each person gives up something in order to reach a solution that satisfies everyone. This is also called a give-and-take solution. Even if you are not involved in a conflict yourself, you can help other people solve conflicts. Instead of taking sides, try to get the people involved to talk to each other about compromise. This kind of support can help them see that they do not have to fight to come to a resolution.

Negotiation is one of the best ways to compromise. **Negotiation** (ni-,gō-shē-'ā-shən) is the process of talking about a conflict and deciding how to reach a compromise. This requires a lot of give-and-take, in which both sides give up some demands and both sides get some of what they want.

For negotiation to work, both sides must be willing to stop asking for certain things or at least change their demands. For example, Rachel gets angry when her younger brother, Mark, borrows her CDs without asking. Mark, however, cannot always ask because Rachel is at basketball practice when he has time to listen to them. Perhaps Rachel could agree to let him borrow certain CDs when she is not home. In return, Mark could let her borrow his handheld electronic game without asking when she wants to play it after he has gone to bed.

- **Follow up.** When you negotiate you must make sure that you can follow through with your promises. If you agree to behave differently, you must actually do so. Otherwise, your agreement is worthless.
- **Get help.** Sometimes compromises can best be reached with the help of a third person who is **neutral**. To be neutral means to not take sides. This person may be a parent, teacher, school counselor, or other trusted adult. Sometimes this third person is a peer.



Seek Encouragement **Your Community**

Look for sources of support in your community. The local library and other educational resources may provide tutoring.



Figure 4.2 Skills to Help Resolve Conflict

Conflict Resolution Resolving a conflict with an important person in your life can lead to a stronger relationship. *What are some different ways you have successfully resolved disagreements?*



- **Open communication lines.** Choose a quiet location where there will not be any interruptions or distractions. Be willing to listen to each other and to explain your point of view.
- **Use “I” statements.** When you speak, avoid sentences that start with “you.” The other person might feel attacked and stop listening. Start sentences with the word “I” and give a description of how you feel. For example, say “I feel like I am not being respected,” instead of “You don’t respect me.”
- **Listen carefully.** When you speak, you want the other person to listen. You should do the same. Do not interrupt. If you have questions, wait until the other person has finished. It can be helpful if you repeat back the other person’s point of view to make sure that you understand it.
- **Control your anger.** Take deep breaths. Count to ten. Do not allow anger to take over. If you feel that you cannot control your anger, excuse yourself and try again when you feel ready.
- **Negotiate a solution.** Each person should decide what is most important about the outcome. Use these priorities to negotiate.
- **Compromise to reach an agreement.** Give-and-take can help you and the other person come to a solution. A compromise helps both people get some of what they want.




Peer Mediation

Many schools use peer mediation to help resolve conflicts among students. **Peer mediation** is a process in which trained students help other students find a solution to a conflict before it becomes more serious. Students are often successful with peer mediation because the mediators are students themselves. Peer mediators can often see solutions that those involved in the conflict are too angry or emotional to see. An important part of making any kind of mediation successful is confidentiality. This means the people involved can trust that no one else will hear what is said. This helps students feel free to talk openly and honestly.

Walk Away

Suppose that you made every effort to head off problems before they could lead to a conflict. You tried to resolve problems through communication, negotiation, and compromise. Still, a conflict is growing to a dangerous point. You are at school and a classmate is bullying you. What do you do? Sometimes the best response is to walk away. In such situations it is helpful to seek out and talk to an adult at school or at home. You cannot solve every problem alone. What is important is that you do your best to behave in a way that reflects your values.



 **Peer Mediator** A peer mediator helps his or her peers resolve conflicts. *What personal qualities does a peer mediator need to have?*

Section 4.2 After You Read

Review What You Have Learned

1. **Predict** ways gossip can lead to conflict.
2. **Identify** ways to control anger.
3. **Describe** how negotiation can lead to agreement.

Practice Academic Skills

English Language Arts

4. Write an e-mail to a friend with whom you have had a disagreement. Write what you think started the conflict. Suggest ideas for you and your friend to find a resolution.

Social Studies

5. Predict what could happen if the new student in your class makes false assumptions about you based on your ethnicity or cultural background.

NCTE 5 Use different writing process elements to communicate effectively.

NCSS 1B Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

 **Check Your Answers** Check your answers at this book's Online Learning Center at glencoe.com.

Discovering Careers

Focus on Careers in Communication ▼



Do you like to communicate your message to others? Is it important for you to get the message right? If you answered yes to either of those questions, you might want to consider a future career in communication. The following chart explores several careers in the communication industry.

Career Activities ▼

At School

1 Select three of the careers listed. Research the education, training, and work experience required for each career. Write a summary of your results.

At Home

2 Put together a list of events and activities that will be happening at home or with your family in the next few days. Use the list to create a newscast. Play the role of newscaster and read your story to your family members.

At Work

3 Make a list of what you think are the three most important qualities in a good journalist. Share your list with your classmates and discuss your choices.

In the Community

4 Contact and interview someone in your community who works in communication. Ask this person to describe what his or her typical work day is like. Share what you learned with your class.

Job Title	Job Description
Speech Pathologist	Evaluates speech and language skills as related to educational, medical, social, and psychological factors. Plans, directs, or conducts treatment programs.
Newscaster	Broadcasts news items of local, national, and international significance. Prepares or assists in preparation of scripts.
Actor	Plays roles in dramatic productions, commercials, or other media. Interprets or presents characterization to audience.
Public Relations Specialist	Plans and conducts programs designed to create and maintain a favorable public image for employers or clients. Prepares press releases.
Journalist	Gathers and researches information from a variety of sources. Writes articles with accuracy. Uses correct grammar and punctuation.
Copy Editor	Edits articles or books for grammar, punctuation, and style. Makes sure written materials communicate clearly and accurately.

Learn More Online  glencoe.com

Career Investigations Go to this book's Online Learning Center for activities and worksheets to help you explore careers.



Chapter Summary

Section 4.1 Listening and Speaking Skills

Communication is sending and receiving messages about ideas, feelings, and information. Nonverbal communication can show how you feel about yourself and others. Listening is just as important as speaking. People use different styles of communication, sometimes based on their personality or background. Communication through conversation is the sharing of ideas, thoughts, and feelings

Section 4.2 Handle Conflict

Conflicts happen. You can prevent some conflicts by heading off problems before they start. Pay attention to your own behavior. Learn to control your anger. Conflict resolution often means reaching a compromise. Negotiation skills can help you find a compromise. This requires give-and-take, in which both sides give up some demands and both sides get some of what they want.

Words You Learned

1. Write your own definition for each content and academic vocabulary word.

Content Vocabulary

- communication (p. 77)
- sign language (p. 78)
- body language (p. 78)
- gesture (p. 78)
- perception (p. 80)
- feedback (p. 80)
- gossip (p. 81)
- rumor (p. 81)
- diplomacy (p. 82)
- conflict (p. 84)
- prejudice (p. 84)
- negotiation (p. 87)
- peer mediation (p. 88)

Academic Vocabulary

- signal (p. 78)
- exchange (p. 80)
- escalate (p. 85)
- neutral (p. 87)

Review Key Concepts

2. **Describe** how verbal and nonverbal communication can show how you feel about yourself and others.
3. **Recognize** that listening is as important as speaking.
4. **Show** how asking questions can improve communication.
5. **Identify** factors that can cause conflict.
6. **Explain** how you can prevent conflict.
7. **Suggest** ways to resolve conflict.

Critical Thinking

8. **Predict** how you will use communication skills the next time you have a disagreement with a family member.
9. **Analyze** the factors that could cause a small disagreement to become a large conflict.

Real-World Skills and Applications

Problem-Solving

10. Action Plan Paul is starting high school next year. He has noticed that in the past six months or so, he has had more arguments with his parents. He also finds that he loses his temper more than he used to with his younger brother. He wants to go into high school with a good attitude, but he is worried that his temper will have a negative effect on him. Develop an action plan for Paul to help him with his attitude. Present your plan to your classmates.

Interpersonal and Collaborative

11. Evaluate Ways to Communicate

Should you have a conversation or write a letter? Follow your teacher's instructions to team up with another student. Have a face-to-face conversation about your favorite athlete or musical group or another topic of your choice. Then, write a letter to each other on the same topic. Exchange your letters. With your partner, compare your face-to-face conversation to the letters. Which worked better? Explain why.

Financial Literacy

12. Communicating with Shoppers

Visit a mall shop, a supermarket, a convenience store, or a general merchandise store. How does the store communicate to shoppers about the things they want you to buy? What do you notice when you first enter the store? Is it a selection of new products? Are they having a big sale? Are they offering special promotions, like "buy one, get one free?" Does a salesperson approach you to give you information? Make a list of the forms of communication you notice in the store. Do you think they are effective? Do you think they help you save money or spend more money? Do you think shoppers will buy something they were not planning to buy? Write one or more paragraphs to explain your answer.



13. Conflict Handbook Write and illustrate a Conflict Handbook for teens. Develop guidelines for facing, preventing, avoiding, and resolving conflict. Use graphics to illustrate the handbook. Present the Conflict Handbook to your classmates with an eye-catching presentation.

14. Conflict in History Pick a well-known historical conflict. It can be a war, a battle, or a court case. What were the circumstances? Who or what was involved? What were the conflicting issues? How was the conflict resolved? Present this information to your classmates.

15. Give Feedback Imagine that you worked for two weeks on a history project. You put a lot of hard work into it, and you are eager to find out what your grade is. Now imagine that your teacher accepts your project, but does not offer feedback. How do you know what you did well? How do you know where to improve? With permission from your teacher or parents, go online to learn more about how to provide feedback. Create a list of tips to keep in your Life Skills Binder.



Academic Skills



English Language Arts

16. **Teach** Imagine that one of your elementary school teachers invites you and a partner to speak to her 4th grade class about communicating without words. You and your partner will have five minutes to teach the younger students about body language, facial expressions, and gestures. Make your presentation fun, engaging, and appropriate for this age group.

NCTE 12 Use language to accomplish individual purposes.



Social Studies

17. **Research** Conduct research to find examples of groups and agencies that help people resolve conflicts. Choose the group you think is the most interesting. What specific conflict resolution strategies does the group use? Do they mention the importance of negotiation, compromise, and mediation? Share what you learned with the class in a one-paragraph summary.

NCSS IA Culture Analyze and explain the ways groups, societies, and cultures address human needs and concerns.



Mathematics

18. **The Cost of Compromise** Dale suggests playing baseball in Benjamin's backyard after school. Benjamin hits a line drive. Harry does not catch it and the ball smashes a window. The three boys negotiate a compromise to split the \$168.21 replacement cost of the window, with Benjamin paying twice as much as Harry, and Harry paying twice as much as Dale. How much will each boy need to pay?

Math Concept

Solving Algebraic Equations

You can write an algebraic equation and find the solution. Use a variable to represent an unknown amount.

Starting Hint Let x stand for Dale's share. Harry's share is $2x$. Since Benjamin owes twice as much as Harry, his share is $2 \times 2x = 4x$. You then know that $x + 2x + 4x = \$168.21$. Solve from there.

NCTM Algebra Represent and analyze mathematical situations and structures using algebraic symbols.

Standardized Test Practice

Multiple Choice

Read the paragraph. Then read the question and the answer choices. Choose the best answer and write it on a separate sheet of paper.

Test-Taking Tip In a multiple-choice test, read the question and try to answer it before you read the answer choices. This way, the answer choices will not confuse you.

19. Jacob came home and found that his brother used his portable music player again without asking. Now the battery needs recharging, and Jacob wants to use it while doing his homework. What should Jacob do?
- Wait until he calms down to talk with his brother.
 - Confront his brother right away since this happens all the time.
 - Go tell his parents how mad he is at his brother.
 - Go take something of his brother's to show him what it feels like.