

Unit 14-A:

Social and
Communication Skills
for Work, School,
and
Daily Life

UNIT 14-A: Social and Communication Skills for Work, School, & Daily Life *Suggestions for the Instructor*

Pg. 14A-9 - 10 -- Assess Yourself #1: What Are You Communicating Non-verbally?

Distribute the checklist and ask students to determine whether they often, sometimes, or never communicate non-verbally in any of the **negative** ways listed. As a class, discuss what each of the behaviors communicates to the other person.

Pg. 14A-10 -- Assess Yourself #2: What Are You Communicating Non-verbally?

Distribute the checklist and ask students to determine whether they often, sometimes, or never communicate non-verbally in any of the **positive** ways listed. As a class, discuss what each of the behaviors communicates to the other person.

Pg. 14A-11 - 12 -- Social Skills for Success at Work, School, and in Daily Life

Ask students to write definitions for the following terms in their own words and write why they think each of these skills is valuable in daily life.

- punctuality
- initiative
- courtesy
- loyalty
- honesty
- respect
- responsibility
- fairness
- trustworthiness

Pg. 14A-13 -- A Day in the Life: Marianne, Vet Tech

As a class or in small groups, have students read the story of a typical day in a Veterinary Technician's life. Ask them to underline times when she displays one of the social skills they defined on the preceding handout, "Social Skills for Success at Work, School, and in Daily Life," then have them write the skill in the sidebar. The first three are done for them.

Pg. 14A-14 - 17 - Recognizing Feelings

Tell students that people who are able to express feelings appropriately are typically viewed as more interesting and more likable by other adults. The ability to express feelings appropriately is also an important factor in a person's emotional development and academic success.

In small groups, have students write as many synonyms as they can think of for the following basic feelings. They may use a dictionary or thesaurus if necessary. Then have them use one of the new words in a sentence about a time a person might experience this feeling: *sad, angry, happy, scared*.

In the section called **Mixed Feelings**, students learn that sometimes feelings are complicated. Ask them to define the terms and describe a situation when you have felt this way in the past: *confused, frustrated, embarrassed, worried*.

In the section called **How Would You Feel?**, students are asked to use a word from the previous synonym lists to describe how they might feel if this happened to them. Have them discuss their responses with a partner or in a small group. Remind them that people sometimes respond differently to situations and there is not one right feeling.

Pg. 14A-18 - 20 - Using "I-Messages:" Expressing Feelings without Blaming Others

Tell students that when we're upset about something, it is easy to blame others. Using "I-messages" can be a powerful tool for telling other people what we feel and want, without blaming, judging, threatening or challenging them.

Have students read **Example Scenario #1**, then read the scenarios that follow with a partner and fill in the blanks. They should discuss how the person in the scenario can use an "I-message" to let the other person know how s/he feels - without blaming -- so they can resolve the problem together.

Pg. 14A-20 - What Would You Say?

In small groups, have students complete the "I-messages" using examples from real situations they've been in, then perform the scenarios for the class. Ask them to use the following model to express various feelings:

I FEEL _____ WHEN YOU _____ BECAUSE _____ AND I WANT
or WOULD YOU PLEASE _____?

Pg. 14A-21 – Sometimes Actions Speak Louder than Words

Facial expressions and gestures communicate as much as – or more than – words. Read the handout with the class and discuss with students whether they have ever communicated in any of the non-verbal ways listed.

- Facial expressions
- Eye contact
- Body movements and posture
- Gestures
- Touch
- Tone of Voice
- Space

Pg. 14A-22 – 24 - How Do You SAY That? Using Words to Communicate Effectively

Ask students to write each of the emotion words on the handout on a separate card. Then have volunteers take turns picking a card and acting out the word -- using facial expressions, gestures, posture, and tone of voice – **without saying the word itself**. The other students then use the list to guess which emotion is being communicated.

After students guess correctly, the volunteer expresses the same feeling in a way that is clear, constructive, respectful, this time using the word. Tell students to cross off words from the list as they go, until they have roleplayed all the emotions.

Pg. 14A-25 -26 – “Walking in Someone Else’s Shoes:” Feeling Empathy

Tell students that empathy is the ability to understand another person's point of view and respect her or his feelings. When we see and feel things the way others do, we can understand why they do what they do and where they are coming from, which makes it easier to get along with them.

Distribute the handout. Ask students to read the situations listed in small groups and to discuss: Have any of these situations ever happened to them? Can they empathize with the person in the story?

Pg. 14A-27 - 33 – Interacting With Others

Have students write definitions for the following terms in their own words. Then ask them to discuss: Why is this skill valuable in the workplace, in the classroom, and in daily life?

- empathy
- compassion
- enthusiasm
- respect
- cooperation
- self-respect
- self-control

Have them work in small groups to discuss and write an example of a time someone in the group has shown this quality or seen it demonstrated by someone else. Then have them draw a picture or a cartoon of a person demonstrating this quality in an interaction with another person. Ask them to share their examples with the class.

Pg. 14A-34 - 35 – Exercising Self-Control: Roleplays Interacting With Others

Discuss with students: What are some of the times we have to exercise self-control in the classroom and in the workplace? What are some strategies we can use to handle those situations calmly and responsibly and without negative consequences for ourselves or others?

Tell students it can be helpful to practice how to respond when we are not “in the moment” in a conflict. Practicing and roleplaying can help rewire the brain with possible options so we have those available to us when an actual conflict arises.

Cut up the scenarios and put them in a bag. Have two volunteers pick a scenario out of the bag then ad-lib, or improvise, how to deal with the situation.

After the performance, ask students to evaluate each role play by discussing:

1. Did the actor use self-control?
2. Was this the right way to deal with the situation? What else could the actor have done in this situation?
3. What would have been the wrong way to handle this situation? What would be the consequences of responding the wrong way?

Pg. 14A-36 -37 – Triggers

Tell students that sometimes we get angry because of something that happens to us. There may be stressful situations in our lives that lead to anger, and the anger can spill over into the classroom, the workplace, relationships, and daily life.

Tell them that the first step to dealing with and controlling angry feelings is to recognize “triggers,” or things that make you angry. Ask them to check off any of the triggers on the list on the handout that make you angry.

- Feeling unfairly treated
- Not being listened to
- Being called names
- Getting hurt (even accidentally)
- Hearing that someone is telling a rumor about you
- Being distracted or unable to concentrate because of noise
- Being ridiculed
- Being bullied or witnessing friends being bullied
- Being ignored
- Losing at a game or team sport
- Being threatened

Have students write about a time when they were upset or angry and didn’t manage their anger well. What were their triggers? What did they do? What were the consequences?

Pg. 14A-38 - 40 – Controlling Anger Constructively

Tell students that anger control is a very important social skill. Read aloud and discuss the strategies for controlling anger.

In small groups, have them discuss what strategies they would use to show self-control and deal with anger in each of the situations on the handout. Ask them to share their suggestions with the class.

Then have them write about the same situation they described on the preceding handout “Triggers.” What could they have done differently? What strategies could they have used that would have led to different and more positive consequences?

Pg. 14A-41 - 44 - Resolving Conflicts in the Workplace

Tell students that conflict in the workplace is normal and expected, and that it is important to prepare for it so that problems can be resolved and the workplace is a safe and productive environment for everyone. On the handout, they will learn that there are four steps they can follow:

- Communicate
- Actively Listen
- Review Options
- End with a Win-Win Solution

Have them read the script on the handout. As they read, have them notice that each of the underlined statements is part of the CARE process for resolving conflict. Ask them to identify which step the speakers are using by writing the letter of the step next to it. A few examples are done for them.

Then ask them to write answers to the following questions:

- What are some of the things Casey said that showed active listening?
- What were some of the options they discussed?
- Do you think they resolved the conflict and ended with a win-win solution? Why or why not?
- How would the conflict have ended differently if they didn't communicate, actively listen, review options, or end with a win-win solution?
- Think of a time you have been in a conflict with another person at work or at school. Did you use any of the CARE strategies? What did you do well? What could you have done differently?

Pg. 14A-45 - 47 - The Importance of Appropriate Communication on the Job

Ask students to read the statements made by a worker on a job, then rewrite the statement so it demonstrates the appropriate way to communicate in a work-related setting. Read how the same idea could be expressed in an appropriate and professional manner.

Then have them read statements made by workers on a job, explain why they are inappropriate in work-related setting, then rewrite the statement so the same idea is expressed in an appropriate and professional manner.

Unit 14-A:

Social and Communication Skills for Work, School, and Daily Life

Student Activities

Assess Yourself #1: What Are You Communicating Non-verbally?

*Ask yourself whether you often, sometimes, or never communicate non-verbally in any of the **negative** ways listed below. As a class, discuss what each of the behaviors communicates to the other person.*

Do I:	Often	Some- times	Never	What is communicated?
look away or look around the room when talking with others?				
put my head down on the table or close my eyes when someone is talking to me?				
keep my head down and look at the floor when someone is talking to me?				
smile too much because of nervousness?				
frown too much because of nervousness?				
slouch?				
touch people forcefully?				
poke, prod or jab people to get their attention?				
touch people intimately without their permission?				
speak with a timid voice?				
speak too quickly when I am anxious?				
speak too loudly?				
laugh too loudly or inappropriately?				
laugh when someone makes a mistake?				
yawn or act bored when someone is speaking?				
cross my arms and legs when I'm feeling defensive?				
look at my phone when someone is talking to me?				
stand too close when I am talking to someone?				
roll my eyes?				
interrupt people when they are talking?				
talk too long without letting other people speak?				
whine or complain when I don't get what I want?				
demand attention by interrupting?				
demand attention by joking or laughing too loudly?				
stomp away when someone doesn't respond the way I want them to?				
use physical force (hit, push, grab) when I am angry?				
throw, tear, kick or punch objects when I am angry?				

Assess Yourself #2: What Are You Communicating Non-verbally?

*Ask yourself whether you often, sometimes, or never communicate non-verbally in any of the **positive** ways listed below. As a class, discuss what each of the behaviors communicates to the other person.*

Do I:	Often	Some- times	Never	What is communicated?
look people in the eye when I am talking with them?				
sit up straight and pay attention when someone is talking to me?				
smile often, out of friendliness, not nervousness?				
try not to frown too much?				
sit and stand up straight?				
only touch people gently and respectfully?				
speak with a clear, assertive voice?				
laugh appropriately and not too loudly?				
offer to help or show understanding when someone makes a mistake?				
demonstrate interest and attention when someone is speaking?				
keep an open and welcoming posture when someone is talking to me?				
ignore my phone when someone is talking to me?				
stand at a respectful distance when talking with someone?				
listen patiently and without interruption when someone is talking to me?				
ask politely if I need something?				
apologize if I am rude or disrespectful?				
walk in quietly and without disturbing others if I enter a room late?				
wait patiently and communicate politely if someone doesn't respond the way I want?				
never use physical force when I am angry?				

Social Skills for Success at Work, School, and in Daily Life

Put the definition for the following terms in your own words. Why is this skill valuable in daily life?

punctuality _____

Why is this an important social skill? _____

initiative _____

Why is this an important social skill? _____

courtesy _____

Why is this an important social skill? _____

loyalty _____

Why is this an important social skill? _____

Social Skills for Success at Work, School, and in Daily Life, cont.

honesty _____

Why is this an important social skill? _____

respect _____

Why is this an important social skill? _____

responsibility _____

Why is this an important social skill? _____

fairness _____

Why is this an important social skill? _____

trustworthiness _____

Why is this an important social skill? _____

A Day in the Life: Marianne, Vet Tech

Read the story of a typical day in a Veterinary Technician's life. Underline times when she displays one of the social skills defined in the handout, "Social Skills for Success at Work, School, and in Daily Life," then write the term in the sidebar. The first one is done for you.



<p>4 a.m.</p>	<p>Today <u>I have to get up especially early</u> because FruFru the poodle had to go through emergency surgery yesterday. <u>I volunteered</u> to go in to the clinic to check his vitals and make sure the dog is in stable condition. Most people are sound asleep at this hour, but to me, it's definitely worth waking up early to <u>make sure all the animals are safe and healthy</u>.</p>	<p>punctuality</p>
<p>7 a.m.</p>	<p>By this time, I'm typically at work and taking on the day. I start feeding dogs and cats and check to make sure recovering animals are in good shape. Sometimes I have to deal with animals that are angry, scared, tired and excited. But my favorite thing to do at this hour is to walk the dogs to give them exercise... and of course, I like that I get exercise, too!</p>	<p>initiative</p>
<p>9 a.m.</p>	<p>Vet techs have to be good with both animals and people, and when the clinic opens at 9 am, I turn on my social skills. Pet owners can feel protective of their animals or worried about their problems, so I have to be polite, be a good listener and make our clients feel good about their care. Convincing them that their cat or dog is in the right hands requires skill!</p>	<p>responsibility</p>
<p>11 a.m.</p>	<p>By now I'm in the rhythm of a busy day examining animals, prepping cats and dogs for surgery or dental appointments, taking walk-ins and sending out lab work, among other tasks. One task I don't love but I know is important is cleaning up after nervous animals who pee when they are in an unfamiliar place. I always offer to help my co-workers when they have to do it because I know it's no fun.</p>	
<p>12 noon</p>	<p>I'm hungry! After checking with the lead veterinarian if there's anything else she needs me to do, I go out for a short lunch break.</p>	
<p>2 p.m.</p>	<p>It's been a busy day, and I'm starting to get tired. I forget to take one of the five dogs I'm responsible for a walk, so when I remember I tell my supervisor. He says he appreciates that I tell him the truth and suggests I write my chores down on a list so I can check them off when I'm done.</p>	
<p>4 p.m.</p>	<p>At the end of my day, I check on all the animals in my care one last time, giving a good scratch to each of the dogs and cats who are nervous about being away from home. I ask the veterinarian if there's anything else she needs, clean up my work area and make sure everything is put away, then head home after a satisfying day.</p>	

Image from Creative Commons <https://pixabay.com/en/dog-animal-pet-broken-sad-hurt-46915/>

Adapted from <http://carrington.edu/blog/veterinary/a-day-in-the-life-of-a-veterinary-technician/>

👍👎👉👈😊😐😞 **Recognizing Feelings** 😊😐😞👍👎👉👈

People who are able to express feelings appropriately are typically viewed as more interesting and more likable by other adults. The ability to express feelings appropriately is also an important factor in a person's emotional development and academic success.

If people do not express their feelings because they are shy, people may think they do not care or do not want to be part of the group. People who act out their feelings, rather than talking about them, are frequently seen as impulsive or aggressive.

Learning how to recognize, express, accept, and control feelings will benefit you in all your relationships.

In small groups, write as many synonyms as you can think of for the following basic feelings. Use a dictionary or thesaurus if necessary. Then use one of the new words in a sentence about a time a person might experience this feeling.

SAD _____

Sentence: _____

ANGRY _____

Sentence: _____

HAPPY _____

Sentence: _____

SCARED _____

Sentence: _____

Recognizing Feelings, cont.

Mixed Feelings

Sometimes feelings are complicated. Sometimes we're not sure exactly how we feel.

How would you define these feeling words?

Describe a situation when you have felt this way in the past.

CONFUSED Definition: _____

Situation: _____

FRUSTRATED Definition: _____

Situation: _____

EMBARRASSED Definition: _____

Situation: _____

WORRIED Definition: _____

Situation: _____

ANNOYED Definition: _____

Situation: _____



Recognizing Feelings, cont.

How Would You Feel?

How would you feel in these situations? Use a word from the previous synonym list to describe how you might feel if this happened to you. Discuss your responses with a partner or in a small group. Remember, people sometimes respond differently to situations and there is not one right feeling.

1. Your boss gets angry at you for not doing the job correctly.
2. You only got 50% of the answers right on a quiz you thought you would ace.
3. You got 100% of the answers right on a quiz you thought you would fail.
4. The teacher asks you something and you don't understand what he means.
5. Another student makes fun of you by imitating the way you talk.
6. The teacher tells you to leave because you are not complying with the dress code.
7. Your co-worker calls you "dumb" for not following directions correctly.
8. The teacher tells you to get a book, but you don't know where the book is.
9. The teacher asks you to read aloud, but you can't pronounce some of the words.

Recognizing Feelings, cont.

10. The teacher asks the class the answer to a question and you know the answer.
11. Your best friend is hanging out with someone else.
12. You can't find your bus card.
13. You don't have enough money to get home.
14. You find out someone has been writing untrue rumors about you on Facebook.
15. You are talking to a friend and the teacher calls out your name and tells you to stop.
16. You show up late and your boss tells you that you'd better not be late again.
17. Your co-worker tells you that you did a good job.
18. Your teacher tells you to meet the class at a certain place and you can't remember where to go.
19. You answer a question and another student laughs at what you say.
20. Your friend buys you a bottle of juice because you told her you were thirsty.

Using “I-Messages:”

Expressing Feelings without Blaming Others

When you’re upset about something, it is easy to blame the other person for whatever happened. But when you blame other people, they often get defensive and feel angry with you. Everyone ends up with hurt feelings and the problem doesn’t get resolved.

Use “I-messages” to tell other people what you feel and want, without blaming, judging, threatening or challenging them. “I-messages” focus on how YOU feel, rather than blaming the person you are talking to.

SCENARIO – BLAMING

The teacher asks the students to open their books and start an activity. Jay was looking in his backpack for a pencil and didn’t hear what the teacher said. Everybody else is following along and the teacher is asking comprehension questions about the reading. When the teacher calls on Jay, he gets angry and tells the teacher to stop picking on him.

USE AN “I-MESSAGE” INSTEAD!

1. Say what you feel (I FEEL...)	<i>“I feel <u>confused...</u></i>
2. Tell what the other person did that upset you (WHEN YOU...)	<i>...when you <u>give directions and I can’t find the page we’re on...</u></i>
3. Describe how you were affected (BECAUSE...)	<i>...because <u>I got lost and fell behind.</u></i>
4. State what would make the situation better for you (AND I WANT...) or ask the person to help you (WOULD YOU PLEASE...?)	<i>Would you please <u>repeat the page number?</u>”</i>

Using "I-Messages" cont.

Scenarios

Read Example Scenario #1. Then read the following scenarios with a partner and fill in the blanks. How could the person in the scenario use an "I-message" to let the other person know how s/he feels – without blaming -- so they can resolve the problem together?

Example Scenario #1

Meredith tells Symone a secret, which Symone then tells Kevin. Meredith feels very angry. How can she tell Symone how she feels, using an "I-message?"

- "I FEEL ... *angry*
- WHEN YOU ... *tell my secret*
- BECAUSE ... *I asked you not to*
- AND I WANT ... *you to apologize and never do that again.*"

Scenario #2

Jack is constantly teasing and bothering Lulu. He pokes her, touches her leg, and whispers in her ear when she is trying to pay attention in class. How can Lulu tell Jack how she feels, using an "I-message?"

- "I FEEL _____
- WHEN YOU _____
- BECAUSE I _____
- AND I WANT _____.

Scenario #3

Josh sends Shakena a text saying he likes her and wants to go out with her. Shakena doesn't want him to text her anymore because she doesn't want to go out with anyone. How can she tell Josh how she feels, using an "I-message?"

- "I FEEL _____
- WHEN YOU _____
- BECAUSE I _____
- AND I WANT _____.

Using "I-Messages" cont.

Scenario #4

Bradley doesn't understand the assignment that teacher has given the class. He is worried he won't be able to keep up with the rest of the class. How can Josh tell the teacher how he feels, using an "I-message?"

- "I FEEL _____
- WHEN YOU _____
- BECAUSE I _____
- AND I WANT _____.
- or*
- WOULD YOU PLEASE _____?

Scenario #5

Malcolm stayed up really late because his step dad was yelling at his mom. He's exhausted and worried about his mother and he's finding it hard to concentrate in class. How can Malcom tell the teacher how he feels, using an "I-message?"

- "I FEEL _____
- WHEN YOU _____
- BECAUSE I _____
- AND I WANT _____.
- or*
- WOULD YOU PLEASE _____?

Scenario #6

Leila feels frustrated because her language assignment is challenging and the teacher is really busy helping other students. She has asked her to help her three times, but the teacher hasn't come over to her desk yet. How can Leila tell the teacher how she feels, using an "I-message?"

- "I FEEL _____
- WHEN YOU _____
- BECAUSE I _____
- AND I WANT _____.
- or*
- WOULD YOU PLEASE _____?

What Would You Say?

In small groups, complete these "I-messages" using examples from real situations you've been in, then perform the scenarios for the class.

I FEEL **happy** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **sad** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **angry** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **scared** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

What Would You Say?, cont.

I FEEL **confused** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **worried** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **frustrated** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

I FEEL **embarrassed** WHEN YOU _____

BECAUSE _____

AND I WANT _____.

or WOULD YOU PLEASE _____?

SOMETIMES ACTIONS SPEAK LOUDER THAN WORDS

Facial expressions and gestures communicate as much as – or more than – words. Sometimes we don't realize how much we are expressing non-verbally, and then our actions can get us into trouble or make the other person upset, even if we don't say a word. Have you ever communicated in any of the non-verbal ways listed below? It takes practice to express feelings using words in a manner that is constructive and respectful.



- 1. Facial expressions:** The human face is very expressive and can communicate strong feelings without saying a word. Showing disgust or impatience or rolling your eyes when someone is talking is usually considered disrespectful. Have you ever said one thing when your face has shown something else?
- 2. Eye contact:** Eye contact is a really important type of non-verbal communication. With your eyes alone, you can communicate anger, attentiveness, sadness, or curiosity. Good eye contact shows you are interested in continuing the conversation. Do you look at people when they are speaking to you? Do you express your feelings with your eyes?
- 3. Body movements and posture:** Our ideas about people are affected by how they walk, sit, hold our head, stand, etc. The way we move communicates a lot! What do your posture and your movements say about you? Do they communicate the message you wish to send to the world?
- 4. Gestures:** We often use our hands when we are arguing or excited. Some gestures are considered disrespectful, like pointing at someone or jabbing a finger when you are angry. Have you ever used gestures to express your feelings when you could have used words instead?
- 5. Touch:** We communicate many messages through touch. Touch may be friendly and respectful, such as a firm handshake or a reassuring pat on the back; it can also be unwelcome, inappropriate or disrespectful, such as a sharp tap on the shoulder, a patronizing pat on the head, or a controlling grip on someone's arm. If ever someone tells you they do not appreciate being touched, you must respect their wishes.
- 6. Tone of Voice:** The tone of voice we use when we are talking communicates how we feel in a very powerful way, no matter what we are saying. Sarcasm, contempt, disrespect, anger, and boredom can all be communicated with the voice and can greatly impact how the other person feels about what we are saying and how willing they are to listen and work out problems. Do you notice the tone of voice you use when you are talking with others?
- 7. Space:** We can make other people uncomfortable by standing too close and invading their personal space. Be careful to never use physical space to communicate aggression or intimidate someone, and remember to always remember that people need space around them to feel respected and at ease. How do you feel when someone invades your personal space?

How Do You *SAY* That?

Using Words to Communicate Effectively

Write each of the emotion words below on a separate card. Volunteers then take turns picking a card and acting out the word -- using facial expressions, gestures, posture, and tone of voice – *without saying the word itself*. The other students then use the list to guess which emotion is being communicated.

After students guess correctly, the volunteer expresses the same feeling in a way that is clear, constructive, respectful, this time using the word. Cross off words from the list as you go, until you have roleplayed all the emotions.

AFRAID	STRESSED	FRUSTRATED	ASHAMED
BORED	WORRIED	CONFUSED	CONTENT
HURT	OFFENDED	CURIOUS	EXCITED
HAPPY	EAGER	INTERESTED	JEALOUS
ANGRY	SHY	ANXIOUS	LONELY
OVERWHELMED	PROUD	SAD	SCARED
DISAPPOINTED	SHOCKED	EMBARRASSED	SURPRISED
THANKFUL	CONCERNED	THRILLED	DELIGHTED
DISGUSTED	FURIOUS	DEFENSIVE	SORRY

“Walking in Someone Else’s Shoes:”

Feeling Empathy

Can you identify with, and understand, another person’s feelings? What does it mean to “walk in someone else’s shoes”?

When you put yourself in another person’s shoes, you *empathize* with her or him. *Empathy* is the ability to understand another person’s feelings as if they were your own.

A person who has empathy for another person feels happy when something good happens to him, or feels sad for him if he is unhappy. She thinks of times in her own life when she has had those feelings and often tells the other person that she understands how he feels.

Empathy is the ability to understand another person's point of view and respect her or his feelings. When we see and feel things the way others do, we can understand why they do what they do and where they are coming from, which makes it easier to get along with them.

Have any of these situations ever happened to you? Can you empathize with the person in the story? Discuss each of these stories in your small groups.

1. **Brianne didn’t invite Alyssa to her party.** How do you think Allyssa felt? Can you empathize with Allyssa? Has anything like this ever happened to you?
2. **Julie interviewed for a part time job but didn’t get the job and never got called back.** How do you think Julie felt? Can you empathize with Julie? Has anything like this ever happened to you?
3. **Ms. Bradshaw asked the class to pay attention while she read directions, but the students ignored her and kept talking.** How do you think Ms. Bradshaw felt? Can you empathize with Ms. Bradshaw? Has anything like this ever happened to you?

“Walking in Someone Else’s Shoes,” cont.

4. **Kyle teased Sharif about his shoes.** How do you think Sharif felt? Can you empathize with Sharif? Has anything like this ever happened to you?

5. **Ray’Shon couldn’t leave his shift at the restaurant until Bradley showed up. Bradley came twenty minutes late, so Ray’Shon missed the bus.** How do you think Ray’Shon felt? Can you empathize with Ray’Shon? Has anything like this ever happened to you?

6. **The teacher asked Shakeitha to read a paragraph out loud, but she wasn’t paying attention and didn’t answer when she was called on. Everyone in the class laughed.** How do you think Shakeitha felt? Can you empathize with Shakeitha? Has anything like this ever happened to you?

7. **Maria read a poem about her mom who died the previous year. She started crying and couldn’t finish reading the poem.** How do you think Maria felt? Can you empathize with Maria? Has anything like this ever happened to you?

8. **Michael overslept. His grandfather screamed at him to wake up and go to school and told him he never did anything right. Michael walked into class late and everyone looked at him as walked to the back and sat down, then put his head on the table.** How do you think Michael felt? Can you empathize with Michael? Has anything like this ever happened to you?

9. **Samantha took a test and got a lot of the answers wrong. Her teacher told her to “try harder next time.”** How do you think Samantha felt? Can you empathize with Samantha? Has anything like this ever happened to you?

Interacting With Others

Write definitions for the following terms in your own words. Why is this skill valuable in the workplace, in the classroom, and in daily life? Work in small groups to discuss and write an example of a time someone in the group has shown this quality or seen it demonstrated by someone else. Then draw a picture or a cartoon of a person demonstrating this quality in an interaction with another person. Share your examples with the class.

empathy_____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown empathy or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating empathy in an interaction with another person.

***"I bet you feel sad because
your Mom is sick, Marie.
I was upset when my Grandma
got sick last year, so
I know how you must feel."***

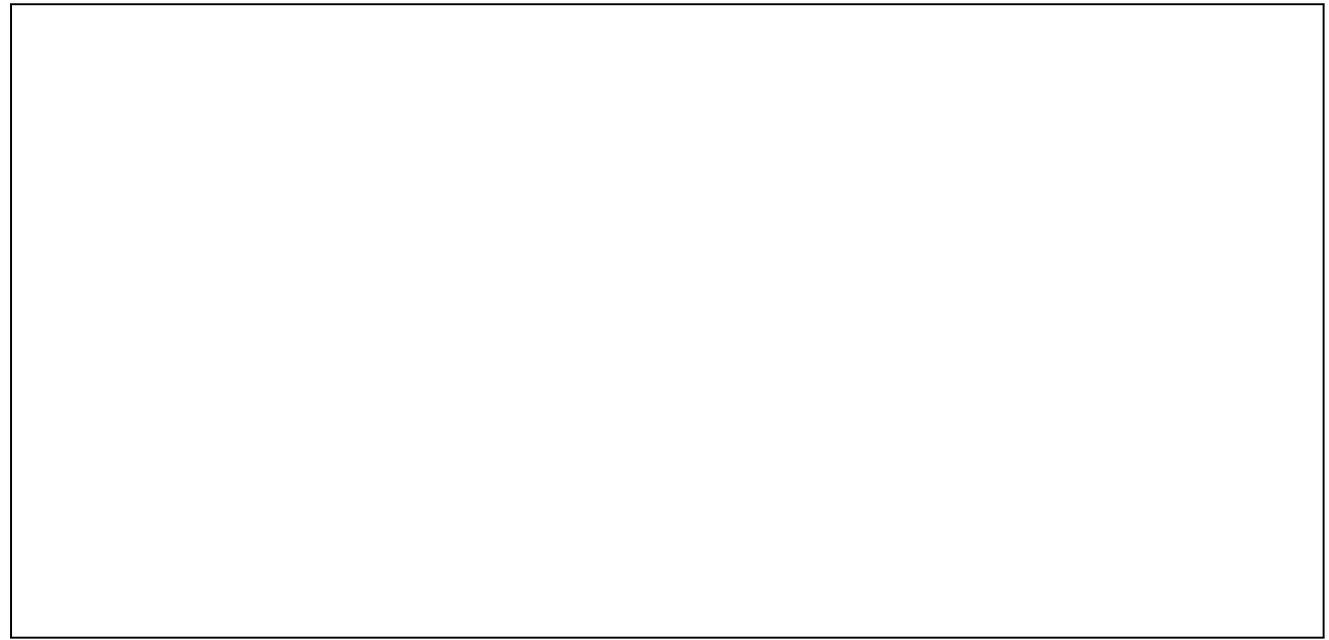
Interacting With Others, cont.

compassion _____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown compassion or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating compassion in an interaction with another person.



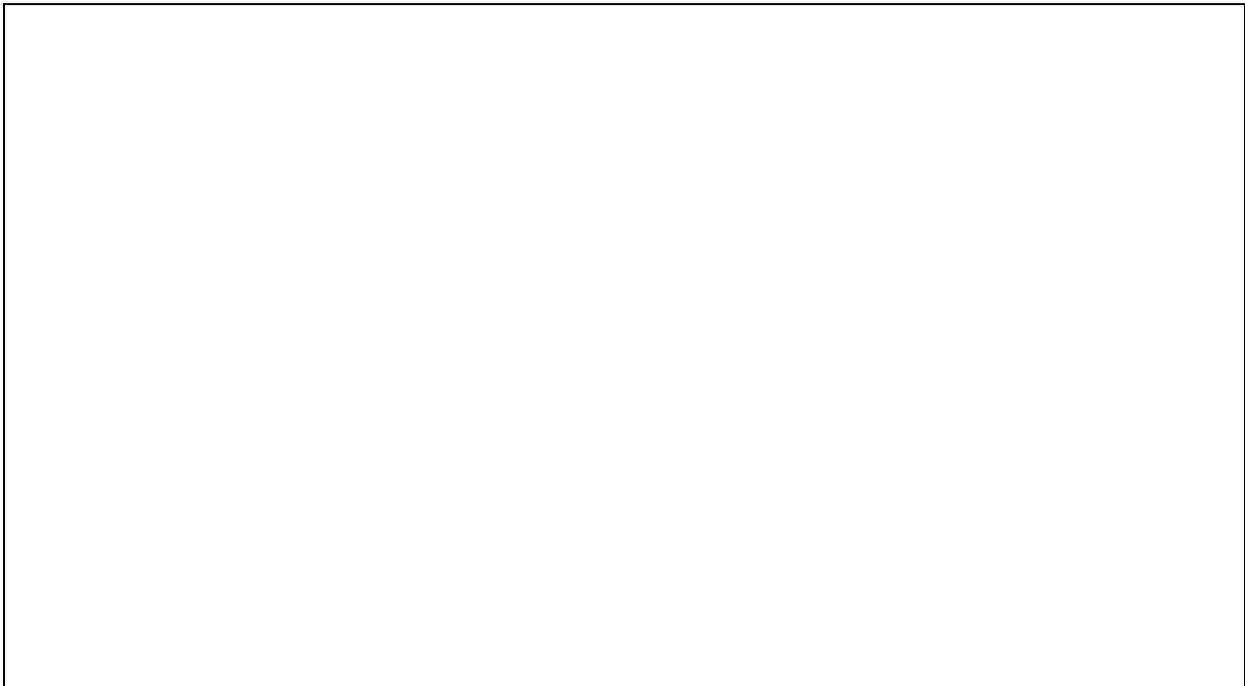
Interacting With Others, cont.

enthusiasm

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown enthusiasm or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating enthusiasm in an interaction with another person.



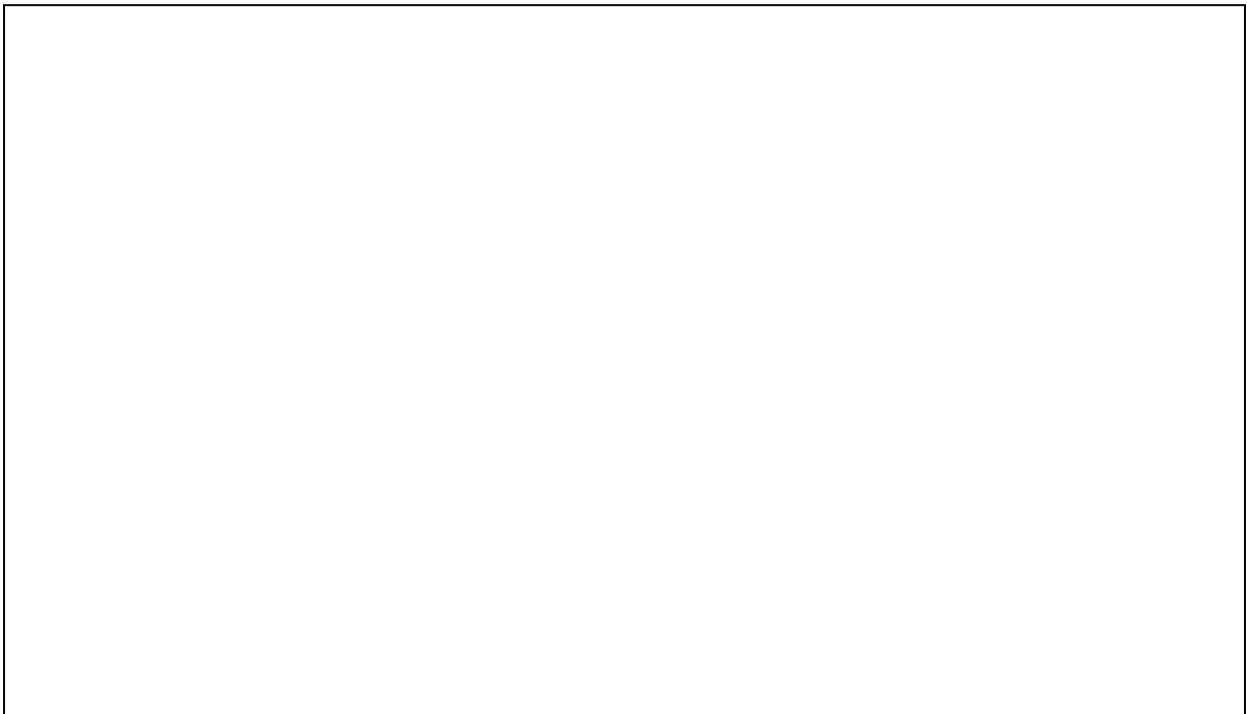
Interacting With Others, cont.

respect_____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown respect or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating respect in an interaction with another person.



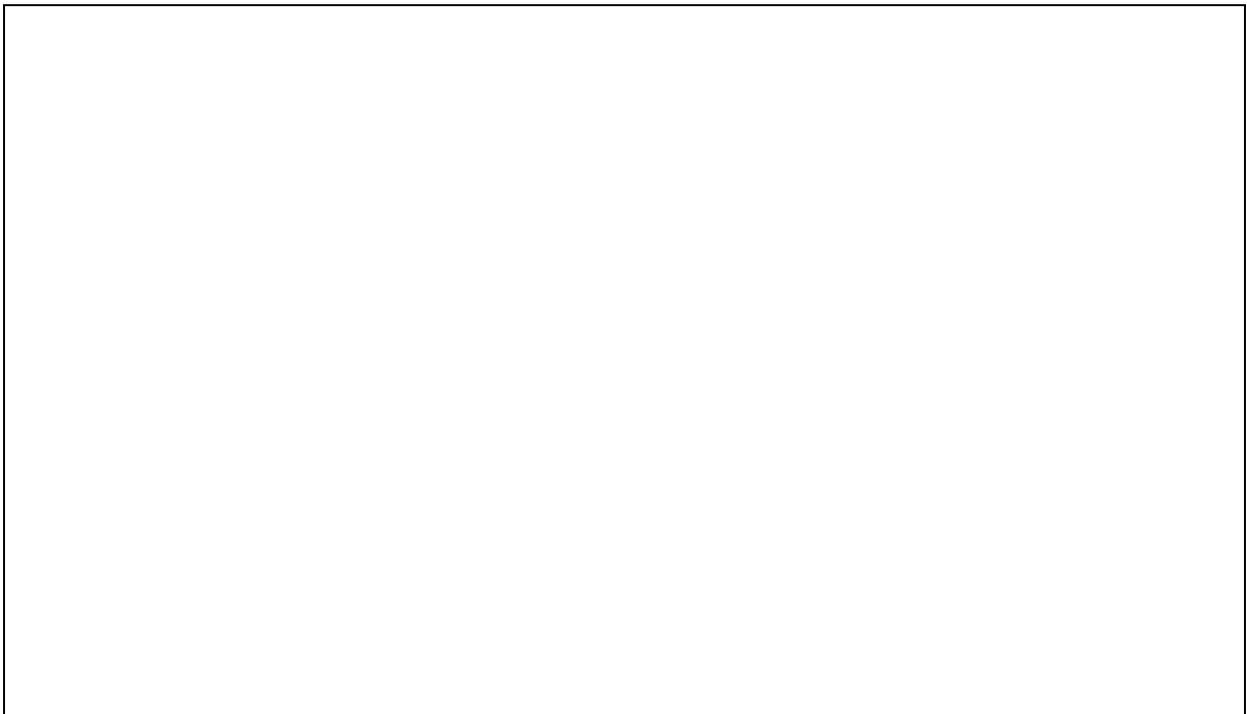
Interacting With Others, cont.

cooperation _____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown cooperation or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating cooperation in an interaction with another person.



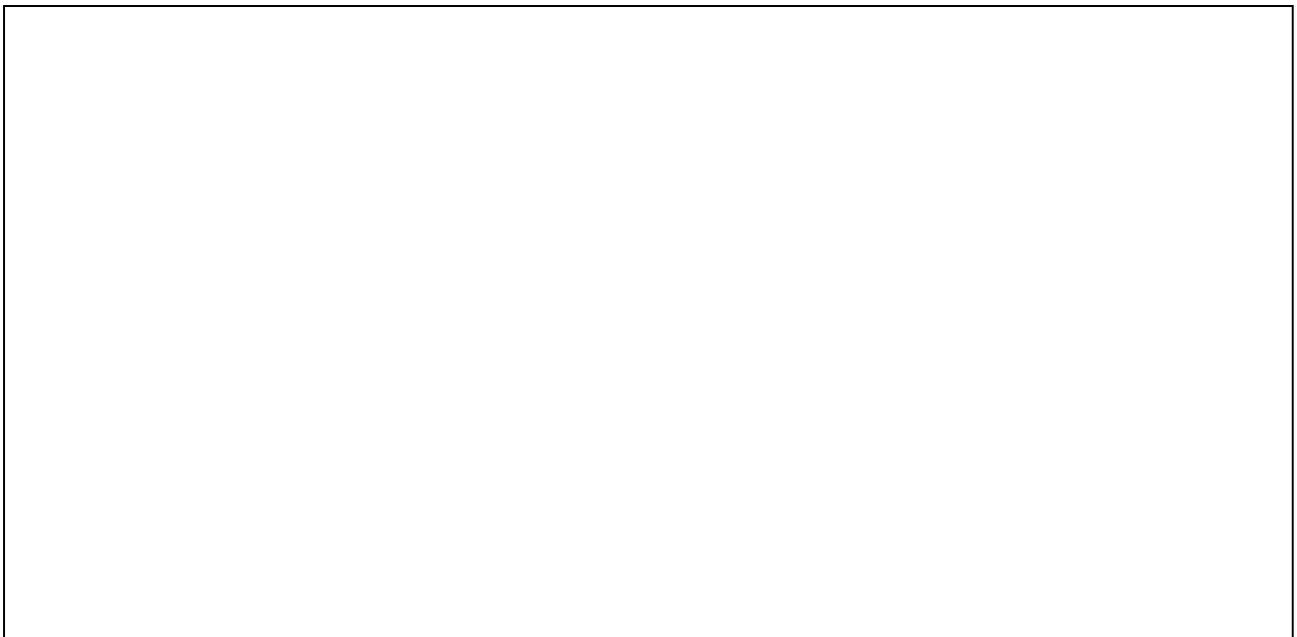
Interacting With Others, cont.

self-respect _____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown self-respect or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating self-respect in an interaction with another person.



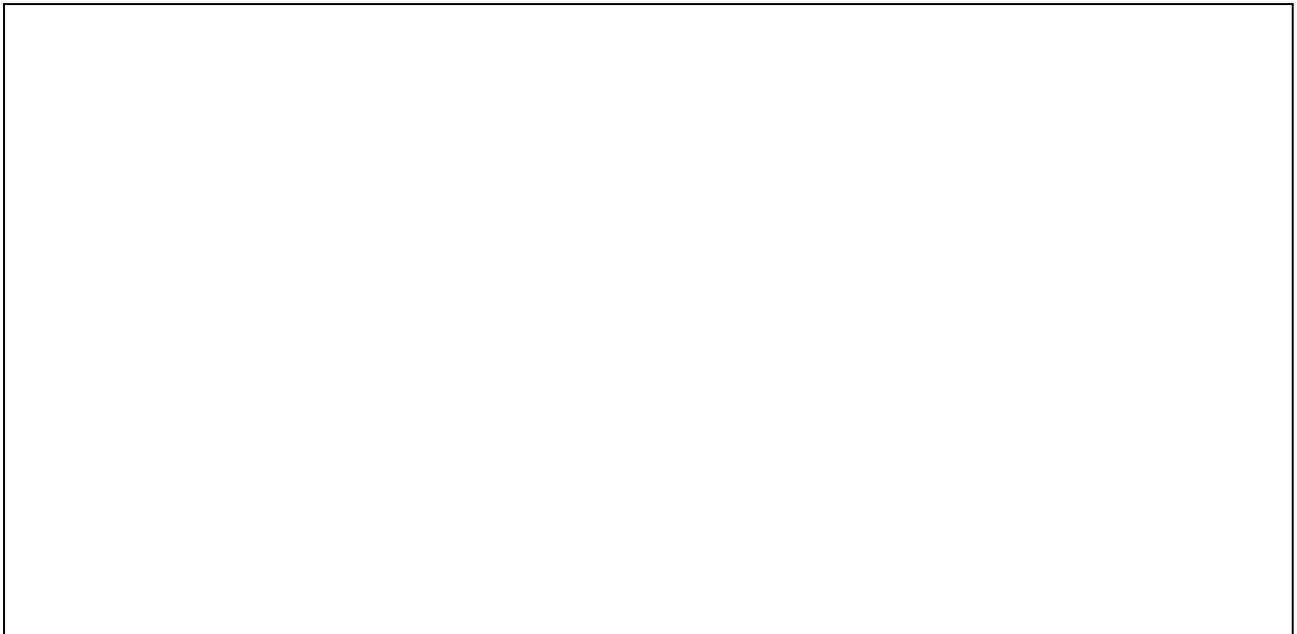
Interacting With Others, cont.

self-control _____

Why is this attitude important the workplace, in the classroom, and in daily life?

Describe a time someone in the group has shown self-control or seen it demonstrated by someone else.

Draw a picture or a cartoon of a person demonstrating self-control in an interaction with another person.



Exercising Self-Control: Roleplays

*What are some of the times we have to exercise self-control in the classroom and in the workplace?
What are some strategies we can use to handle those situations calmly and responsibly and without negative consequences for ourselves or others?*

It is important to practice how to respond when you are not “in the moment” in a conflict. Practicing and roleplaying can help rewire your brain with possible options so you have those available to you when an actual conflict arises.

Cut up the following scenarios and put them in a bag. Two volunteers pick a scenario out of the bag then ad-lib, or improvise, how to deal with the situation.

After the performance, audience members evaluate each role play by discussing:

- 1. Did the actor use self-control?*
- 2. Was this the right way to deal with the situation? What else could the actor have done in this situation?*
- 3. What would have been the wrong way to handle this situation? What would be the consequences of responding the wrong way?*

Your supervisor tells you to put your phone away in front of all of your co-workers.

Someone is touching you, and you want to be left alone.

Your friend gets close to your face and brags that his team won the Superbowl and yours didn't.

Exercising Self-Control: Roleplays, cont.

<p>The instructor tells everyone to solve an algebra problem and you don't understand the directions.</p>	<p>You were promised a raise on the job and you find out the supervisor was wrong and you won't get a raise.</p>	<p>The teacher says, "You can do this," but you get it wrong and feel bad.</p>
<p>You are a male, and you touch a female on the shoulder. She shouts, "Leave me alone!"</p>	<p>You are told to fill the salt shaker by an employee even though the boss said not to.</p>	<p>Someone spills coffee on your new shoes.</p>
<p>You have a pounding headache and the music at your job is really loud.</p>	<p>You bump into a table in front of the class and people laugh.</p>	<p>You find out that another employee who does the same job earns more money.</p>
<p>You walk into class late while the teacher is talking in front of the class.</p>	<p>You accidentally knock over a paint can on the job and the supervisor calls you a jerk.</p>	<p>William clocks in late to work every day. His supervisor asks him to meet him after work to talk to him about his time sheet.</p>

Triggers

Sometimes we get angry because of something that happens to us. There may be stressful situations in our lives that lead to anger, and the anger can spill over into the classroom, the workplace, relationships, and daily life.

Illness, death in the family, financial worries, losing a job or having trouble finding a job, children’s behavior, divorce, family violence, incarceration and criminal justice involvement can all cause an individual to become irritated, tense, and overwhelmed.

We are not often taught how to deal with loss, fear, worry and stress, so we may bury those feelings. If we do not deal with all these feelings constructively, *they can turn to anger or rage* over time.

What makes YOU angry?

Everyone gets angry, but dealing with and controlling angry feelings isn’t always easy. The first step is to recognize “triggers,” or things that make you angry. Check off any of the triggers on the list below that make you angry.

- Feeling unfairly treated
- Not being listened to
- Being called names
- Getting hurt (even accidentally)
- Hearing that someone is telling a rumor about you
- Being distracted or unable to concentrate because of noise
- Being ridiculed
- Being bullied or witnessing friends being bullied
- Being ignored
- Losing at a game or team sport
- Being threatened
- _____
- _____
- _____
- _____

Controlling Anger Constructively

Anger control is a skill that is particularly important to social success. People who do not know how to control their anger are often **ostracized** (left out or rejected) by their peers or seen by teachers or employers as not equipped to handle the responsibilities of the classroom or the job.

Difficulty controlling anger can lead to a problematic cycle. The more people express their anger in inappropriate ways, the more negative feedback they receive, which in turn causes more anger and resentment.

We all become irritated or angry every now and then. What can we do to deal with anger in a positive and constructive way? When you are under stress, it is very important to learn how to remain calm and control impulsive behavior.

When you have self-control, YOU decide the best way to act instead of acting **impulsively** (without thinking.) A person with self-control stops, thinks, and remains calm -- even if he is very upset or angry. Before he acts, he thinks about the situation and the **consequences** (what might happen next) if he were to react impulsively.

*Here are some strategies for controlling anger
so that it doesn't take over and control YOU.*

When You Feel Angry, You Can...

- Tell yourself, "I **will never** express my anger and frustration in a way that hurts anyone physically or emotionally."
- Take several deep breaths.
- Repeat a calming word or phrase in your mind, such as "relax" or "stay calm."
- Slowly count to 10.
- Ask yourself, "How would a person I admire handle this situation?"
- Avoid tensing up your muscles. As soon as you can, close your eyes and consciously unclench your jaw and loosen your muscles.
- Tell yourself you will be better able to handle your feelings about the situation if you wait till you are calm. Resolve to deal with it when you are in control, not when you are in the heat of emotion.

Controlling Anger Constructively, cont.

- Write your feelings in a journal. Have a private place where you can write about feelings you are not yet ready to share with anyone. Use a journal to help you sort out your feelings and figure out a way to express them in a constructive way that doesn't hurt anyone emotionally or physically.
- Do something positive and constructive. Take a walk, go for a run, shoot hoops, dance to your favorite song, draw, or write a poem. Sometimes removing yourself from an upsetting situation can help you calm down and give you time to think of positive responses to the situation.
- Let go of unmanageable anger. Many situations are out of your control, so it is important to let go of this type of anger. Ask yourself, "Can I resolve whatever it is that's causing this anger?" If you can't, then you need to let it go.
- If you feel anger often and are having a difficult time dealing with it, **talk with someone!** If you are in school, make an appointment with a counselor. If you are working, see if your company has an Employee Assistance Program (EAP) which might provide you with a therapist. Take an anger management class so you can learn strategies that will help you for the rest of your life.
- When someone is angry with you, it's easy to become angry yourself. But it's important to remain calm, listen to what the person is saying, respond in a quiet voice, and even try to negotiate or explain your point of view.
- When someone is angry with you, wait until the person is finished talking and ask why he is angry. He may not even be angry at you, but just expressing his feelings about something else that upsets him.
- If the person is angry with you, you can apologize (if you agree that you did something wrong.) Or you can talk about what happened and give your point of view. If you find yourself losing control and becoming angry, walk away for a while. Say, "We're both angry now. Let's talk about this later."
- Remember this: You don't have to live in a state of bitterness, anger or rage. If you deal effectively with your anger, you will increase your chances of being successful in school, at work, in your relationships, and in daily life.

Take a deep
breath / Take a deep breath / Take a deep
breath / Take a deep breath / Take a deep breath / Take
a deep breath / Take a deep
breath

Resolving Conflicts in the Workplace

Conflict in the workplace is normal and expected. Whenever people of different perspectives from different backgrounds work together, there will sometimes be conflict. The important thing is to prepare for it so that you can help resolve it in a way that works for everyone, and in a way that makes the workplace a safe and productive environment for everyone.

SHOW you CARE! Remember to follow these four steps when you are faced with a conflict:

Communicate

Open communication is the most important thing if there is a conflict at work. Express how you feel (use “I Messages”) and stick to the facts! Focus on the problem at hand and not what the other person did in order to avoid unnecessary conflict.

Actively Listen

Listen to what the other person has to say, without interrupting. Try to be objective. Ask open-ended questions to make sure you understand what the other person thinks.

Review Options

Talk over the options, looking for solutions that benefit everyone. Do not feel pressured to come up with one answer immediately.

End with a Win-Win Solution

This is the ultimate goal – to agree on an option that benefits both sides as much as possible. When one person wins by aggressive behavior or one person gives in, someone is losing! And that means you get outcomes that do not resolve the underlying causes of the conflict.

Adapted from www.thefirsttee.org/2017/03/13/resolving-conflict-4-steps

Resolving Conflicts in the Workplace, cont.

Read the following script aloud. As you read, notice that each of the underlined statements is part of the CARE process for resolving conflict. Identify which step the speakers are using by writing the letter of the step next to it. A few examples are done for you.

- C -- Communicate
- A -- Actively Listen
- R -- Review Options
- E -- End with a win-win solution.

A Golden Conflict

Alex and Casey work at the Animal Shelter. They both show up at the cage of a large golden retriever at the same time. The dog is panting and looks up at them, eager to go for a walk.

Alex: Hey, Casey! What are you doing here?

Casey: I'm about to walk Goldie.

Alex: I'm supposed to walk her. C

Casey: No, I am! I'm confused. C

Alex: That can't be right. You walked her yesterday. I'm confused *and* upset! _____

Casey: But my name's on the schedule today. _____

Alex: That feels so unfair! This is my favorite dog and Mr. Adams knows it. _____
Why would he put you on the schedule?

Casey: I don't know. I hear you, though. I'm sorry you're upset. A

Alex: I am kinda upset. I'm mad! This job is so hard that the one thing _____
I look forward to every day is walking Goldie.

Casey: Why do you love Goldie so much? _____

Alex: She's so pretty and friendly. And she's smart! I'm trying to convince _____
my parents to adopt her. I want to walk her so she's more comfortable with me.

Casey: I didn't know you loved her so much. I didn't know this job _____
was so hard for you.



Image from Creative Commons <https://pixabay.com/en/dog-beautiful-golden-retriever-220455/>

Resolving Conflicts in the Workplace, cont.

Alex: It is! I didn't realize when I took it how much lifting and _____
cleaning we'd be doing.

Casey: It is hard work; you're right about that. _____
So how should we solve this conflict? You
want to walk Goldie, but my name is on the schedule. _____

Alex: I don't know what to do! Maybe just ignore the schedule? _____
You could just let me walk her!

Casey: Maybe. But I don't want either of us to get in trouble. _____
Do you want me to ask Mr. Adams if we could switch?
Who are you supposed to walk?

Alex: Roscoe. He always jumps on me, which I hate. _____

Casey: I don't mind Roscoe. _____ I'll ask Mr. Adams if we can switch. _____

Alex: That would be so awesome. I'm kind of nervous about talking to him. _____

Casey: No problem. But you owe me one! Maybe you can help me
hose off the sidewalk before we leave for the day. _____

Alex: Yeah, sure. That's an easy job. Thanks a lot! I'm not so stressed now! _____

Casey: No problem. I hope you get to adopt Goldie! _____

How well did Alex and Casey communicate? Did they use I-messages? _____

What are some of the things Casey said that showed active listening? _____

Resolving Conflicts in the Workplace, cont.

What were some of the options they discussed? _____

Do you think they resolved the conflict and ended with a win-win solution? Why or why not?

How would the conflict have ended differently if they didn't communicate, actively listen, review options, or end with a win-win solution?

Think of a time you have been in a conflict with another person at work or at school. Did you use any of the CARE strategies? What did you do well? What could you have done differently?

The Importance of Appropriate Communication on the Job



Read the statements made by a _____ worker on a job. Then rewrite the statement so it demonstrates the appropriate way to communicate in a work-related setting.

1. *"Yo, boss! How's it hangin'? What up?"*

2. *"Hey, baby, how you doin', pretty mama?"*

3. *"I ain't doin' nothin' wrong, dude!"*

4. *"D---! I got so much to do!"*

5. *"I don't know what the h--- all this stupid crap is called!"*

The Importance of Appropriate Communication on the Job, cont.

Now read each statement again. Read how the same idea could be expressed in an appropriate and professional manner.

1. "Yo, boss! How's it hangin'? What up?"

Too informal! It's good to be friendly, but keep it respectful, polite, and professional.

"Good morning, Mr. Adams. How are you today?"

2. "Hey, baby, how you doin', pretty mama?"

Too informal! It's good to be friendly, but keep it respectful, polite, and professional. NEVER refer to a co-worker or supervisor as "baby" or "mama" or other personal terms. Avoid commenting on appearance.

"Hello, Ms. Smith. How are you?"

3. "I ain't doin' nothin' wrong, dude!"

Too informal! Too defensive! Instead of asking about and trying to solve the problem, this worker is being defensive. And use correct grammar! Don't say "ain't."

"I'm sorry if I made a mistake. Let me know what I did and I'll try to fix it."

4. "D---! I got so much to do!"

Don't ever curse on the job.

"I'm really busy."

5. "I don't know what the h--- all this stupid crap is called!"

Too informal! Don't curse on the job. Express yourself clearly by using descriptive vocabulary.

"I need to know the names of all of these products so I can communicate effectively on the job!"

Image from Creative Commons <https://pixabay.com/en/greeting-hello-sign-talking-1291329/>

The Importance of Appropriate Communication on the Job, cont.

Now you try it. Read each statement and explain why it is inappropriate in work-related setting. Then rewrite the statement so the same idea is expressed in an appropriate and professional manner.

6. "Yo, this rocks! I love this crud!"

Why is this statement inappropriate in work-related setting? _____

Rewrite the statement so it is appropriate and professional: _____

7. "How's it hangin,' lady? Lookin' real good today, girl!"

Why is this statement inappropriate in work-related setting? _____

Rewrite the statement so it is appropriate and professional: _____

8. "Don't tell me what to do, boss-man! I got this!"

Why is this statement inappropriate in work-related setting? _____

Rewrite the statement so it is appropriate and professional: _____
