



AM I A GOOD LISTENER?

Question and Answer Key

#3 Jennie likes to travel. Her first vacation was a train trip to Chicago, Illinois for two weeks. She has been on cruises to the Bahamas, Bermuda, and Mexico. She has been white water rafting in West Virginia. Her favorite trip was a ferryboat ride down the Mississippi River with stops in Memphis, Tennessee and New Orleans, Louisiana. She hopes to go backpacking through Europe someday and wants to see the Greek ruins, the canals of Venice, and the French Louvre.

1. How did Jennie get to Chicago, Illinois?
 - a. airplane
 - b. train**
 - c. car
 - d. hitchhiked
2. To where did she not go on a cruise?
 - a. Bahamas
 - b. Jamaica**
 - c. Bermuda
 - d. Mexico
3. What did she do in West Virginia?
 - a. go camping
 - b. white water rafting**
 - c. mountain climbing
 - d. hiking
4. How does she want to travel when she is in Europe?
 - a. by plane
 - b. biking
 - c. backpacking**
 - d. Eurotrain
5. What doesn't she want to see in Europe?
 - a. the Leaning Tower of Pisa**
 - b. the Greek ruins
 - c. the canals of Venice
 - d. the French Louvre

AM I A GOOD LISTENER?

Question and Answer Key

You will hear three stories. Listen to each very carefully. Answer the questions asked at the end of each story.

Story 1

1. _____
2. _____
3. _____
4. _____
5. _____

Story 2

1. _____
2. _____
3. _____
4. _____
5. _____

Story 3

1. _____
2. _____
3. _____
4. _____
5. _____

Predicted Score: _____

Actual Score: _____



AM I A GOOD NOTETAKER?

Using your notes, answer the following questions about each of the stories you heard.

TED

1. What time was it when Ted got out of bed?
 - a. 6:30
 - b. 6:45
 - c. 7:00
 - d. 7:15

2. What is the correct order in which Ted did the following things?
 - a. showered, brushed his teeth, dressed, and ate breakfast
 - b. brushed his teeth, showered, dressed, and ate breakfast
 - c. showered, dressed, brushed his teeth, and ate breakfast
 - d. showered, dressed, ate breakfast, and brushed his teeth

3. Who didn't Ted eat breakfast with?
 - a. mother
 - b. father
 - c. sister
 - d. brother

4. What did Ted grab before he left the house?
 - a. book bag
 - b. back pack
 - c. books
 - d. he didn't grab anything

5. How did Ted get to school?
 - a. rode the bus
 - b. walked
 - c. rode his bike
 - d. drove

AM I A GOOD NOTETAKER?

ANDREA

1. How far away was the sidewalk from her house?
 - a. one street
 - b. two streets
 - c. three blocks
 - d. one mile
2. What color was the house that had the large dog?
 - a. grey
 - b. white
 - c. brown
 - d. the story did not say
3. Where was she going when she turned around at the house with the dog?
 - a. the hill
 - b. home
 - c. the sidewalk
 - d. the elementary school
4. What did Andrea hit that made her fall?
 - a. a bump
 - b. a crack
 - c. the sidewalk
 - d. a twig
5. What did she hurt when she fell?
 - a. arm
 - b. knee
 - c. ankle
 - d. elbow



AM I A GOOD NOTETAKER?

JENNIE

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Activity 3: Liar, Liar!

Nonverbal actions are very important in communicating. Knowing what nonverbal cues imply can help us understand others better while enabling us to improve our communication skills. Nonverbal communication has many functions. It can either emphasize or decrease the impact of our message; sometimes it negates our message altogether! Sometimes, we can tell if someone is lying by nonverbal behaviors such as avoiding eye

contact, nervous gestures, etc. The opposite is true too, however. Research shows that sometimes liars lie so well that they are more believable than those telling the truth. A study examined police officers questioning crime suspects (some of which were guilty and others who were innocent). The police officers often guessed the guilty parties innocent and the innocent parties guilty. The liars hid the truth very well, while the innocent were probably very nervous and exhibited suspicious behavior. This illustrates the importance of being aware and controlling nonverbal behavior when communicating.

OBJECTIVES:

For youth to:

- become acquainted with one another.
- attempt to read nonverbal clues to determine if someone is lying.
- list characteristics associated with deception.
- practice their listening skills.

LIFE SKILLS:

- Realize the importance of nonverbal communication.
- Improve listening and observation skills associated with communication.

MATERIALS:

- Flip chart or dry erase board
- Markers
- Awards (candy, etc).

TIME:

30 minutes

SETTING:

Comfortable room with enough space for participants to sit in a circle.

DO

- Have participants sit in a circle.
- Explain to the participants that they will be telling the group three things about themselves and that one of the three must be false. The group will then have to guess which item is false. Give youth about five minutes to think of the three items. Whoever can successfully "stump" the group will get an award.
- Go around the circle clockwise and have each participant tell his or her three facts.
- Have other group members vote to determine which statement is false.
- After everyone has told their facts, ask the group members what "gave" each other away. Have the group come up with a list of nonverbal characteristics that people show when they are deceiving others and have a volunteer write these on the flip chart.

REFLECT

- Were you able to tell when people were lying? If so, what nonverbal cues gave them away?
- Was it difficult for you to lie? Why or why not?
- Did you concentrate on hiding any nonverbal cues that may indicate that you are lying?

APPLY

- Have you been in situations before when you knew the other person was lying? How could you tell?
- Remember some situations where you may have told a lie. Were you caught? If so, why do you think you were? If not, why do you think you were not?
- Discuss some situations in which nonverbal communication is very important.
- Most people consider eye contact an important aspect of nonverbal communication. List some positive and negative nonverbal behaviors.

Activity 4: Communication Cues

Nonverbal communication plays an important role in the overall message that is communicated. It can reinforce or contradict the verbal message and is sometimes more believable than the spoken message. By becoming more aware of different types of nonverbal communication and what they can imply, we can better understand others' messages while improving our own communication skills.

OBJECTIVES:

For youth to:

- become aware of the importance of nonverbal communication.
- compare predictions of behavior with actual behavior.
- interpret situations without hearing verbal communication.

LIFE SKILLS:

- Understanding others.
- Listening.

MATERIALS:

- Copies of COMMUNICATION CUE Activity Sheet for each youth
- Paper
- Pens or pencils

TIME:

15 minutes

SETTING:

Comfortable room with tables and chairs.

DO

- Hand out COMMUNICATION CUES Activity Sheet to each youth.
- Have youth determine and write down what they think the person is feeling or doing according to the nonverbal behaviors (without discussion).
- After all of the pictures have been shown, display each again one at a time. This time ask participants what they wrote down. Ask for shows of hands to determine how many of the participants interpreted the pictures the same way.
- Have group discuss why their interpretations were similar or different.

REFLECT

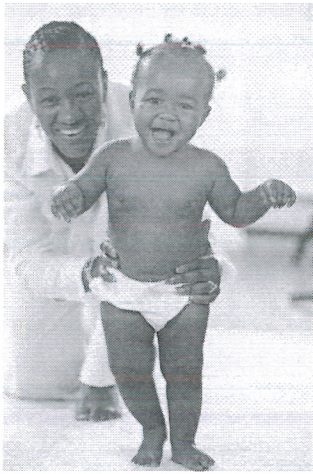
- Which emotions were easiest to figure out? Hardest?
- Did the amount or intensity of the nonverbal communication vary between gender, age, race, etc.?
- Why is nonverbal communication important?

APPLY

- How can you use nonverbal cues to improve your communication skills?
- List some situations where nonverbal communication is very important.

COMMUNICATION CUES

What are these people feeling or doing?
Can you "read" the people's gestures and facial expressions?



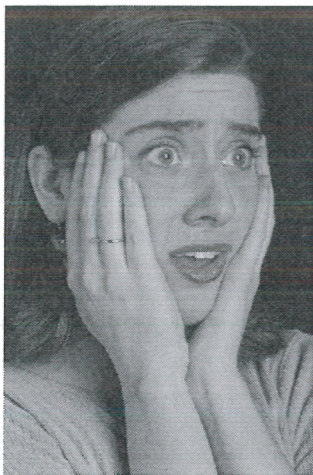
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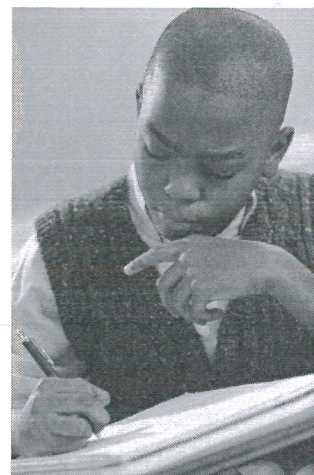
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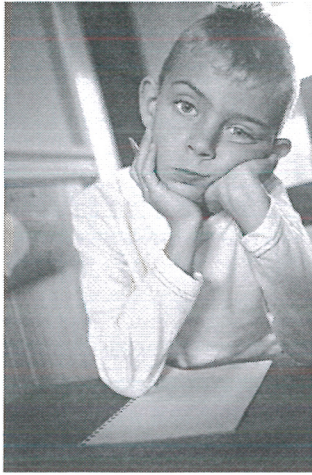
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6.

COMMUNICATION CUES

What are these people feeling or doing?
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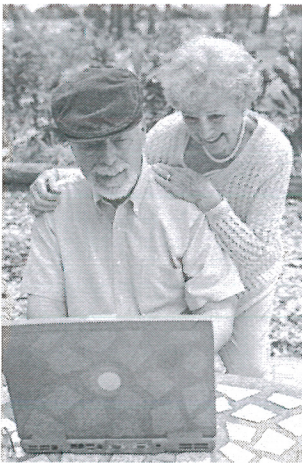
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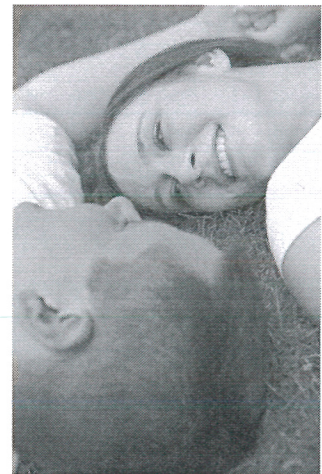
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10.



11.



12.

Activity 5: TV Talk

Nonverbal communication plays an important role in the overall message that is communicated. It can reinforce or contradict the verbal message and is sometimes more believable than the spoken message. By being aware of nonverbal communication and understanding its implications, we can improve our own communication skills.

OBJECTIVES:

For youth to:

- become aware of the importance of nonverbal communication.
- compare predictions of behavior with actual behavior.
- interpret communication situations without hearing verbal messages.

LIFE SKILLS:

- Getting along with others.
- Working with groups.

MATERIALS:

- Copies of TV TALK Activity Sheet for each youth
- Television
- DVD/VCR Player
- Pens or pencils
- DVD/VCR Recording of a popular TV show

TIME:

1 hour

SETTING:

Comfortable room for watching television and written work.

DO

- Hand out TV TALK Activity Sheets to participants. Play the tape without the volume and have youth write down what they think is occurring between the characters based on the nonverbal cues.
- Have group discuss what they think occurred, what emotions were displayed, etc.
- Play back the tape with the sound to see how close the group came to understanding the messages. Have participants make check marks next to their assumptions that were correct.

REFLECT

- What emotions were easiest to figure out? Hardest?
- Did the amount or intensity of the nonverbal communication vary between gender, age, race, etc.?
- Were a majority of your interpretations correct or incorrect? Why?
- Why is nonverbal communication important?

APPLY

- How can you use nonverbal cues to improve your communication skills?
- List some situations where nonverbal communication is very important.
- Name some people who have good nonverbal skills. Name some people who have poor nonverbal skills.

- Do you think a new group requires more leadership direction than an established group?
- Do you act differently if you have a tight time deadline?
- How do you approach complex or vague tasks?

Your answers to these questions tell you more about your leadership approach. They also help you analyze leadership theories. Remember, you don't have to "buy" every theory of leadership. They are just tools to help you assess and improve your leadership abilities.

The underlying precept of most leadership theories is that a leader's behavior should change according to the people that are involved and/or the task at hand. This is called "Situational Leadership."



Activity 13: Tabloid Topics

There are times we may be called upon to speak at a moment's notice, sometimes about topics we know relatively little about. It is very important to practice spontaneous speaking skills in high pressure situations in order to learn how to gather and organize information in a short amount of time.

OBJECTIVES:

For youth to:

- learn to communicate extemporaneously.
- organize thoughts quickly in a high pressure situation.

LIFE SKILLS:

- Public speaking and communication.
- Self-confidence.

MATERIALS:

- Old newspapers or tabloids
- Index cards
- Scissors
- Glue

TIME:

30 minutes

SETTING:

Comfortable room with tables and chairs.

DO

- Give participants old newspapers or tabloids and have them select and cut out one title each.
- Have youth glue headlines onto the index cards, and collect the index cards.
- Select one youth to begin (either ask for volunteers or draw names). The youth should select one index card without seeing what headline is on the card.
- The youth has three minutes to come up with a 2-minute speech about the headline or about one word on the card. For example, if the headline reads "Aliens Land on the White House," they can make up a speech about the entire headline or "aliens," "land," "white," "White House," or "house." Anything goes in this exercise; speeches can be fabricated, serious, funny, etc.
- While the first youth is making his or her speech, select another person to choose a card and let that person leave the room to create a speech. Have each youth read their headline after making the speech.
- Continue until all participants have given speeches.

REFLECT

- How did you select your speech topic from the available choices (words in the headline)?
- How were the individual speeches alike? Different?
- Were you nervous? Were you less nervous than you would have been had you more time to prepare? Did this exercise help you feel more confident about doing this in the future?
- What can you do to improve your speaking skills?

APPLY

- Name some situations where you have given an impromptu speech. How did you perform? What could you have done better?
- Can you think of any future situations when you will have to speak in front of a group?

Activity 14: The Interview You

An interview is a formal meeting/situation that allows one person or a group of people to ask questions of an individual to attain information about that person. Interviewing is commonly used in reporting for the mass media and employee searches. The purpose of job interviews is to find out if a candidate matches the qualifications of a particular job. They often include questions about the specific behavior of a person in certain situations.

OBJECTIVES:

For youth to:

- practice public speaking and interview skills.
- learn what to expect during a behavioral interview.
- improve communication skills.
- realize the importance of good interviewing skills in finding a career.

LIFE SKILLS:

- Interview skills.
- Public speaking.

MATERIALS:

- Copies of the INTERVIEW YOU Topics for each group
- Copies of the INTERVIEW YOU Handout
- Copies of the INTERVIEW YOU Evaluation Sheets (enough for each participant to evaluate everyone once)
- Scissors
- Envelopes
- Pens/pencils

TIME:

45 minutes (depends on number of participants/approximately 3 minutes per participant)

SETTING:

Comfortable room with chairs and enough room for small groups to work.

Examples of questions include "Discuss a situation in which you had to lead a group to achieve a goal and a conflict arose among group members. What did you do and what were the results?" or "Tell us about a time when you worked with a group of others to achieve a common goal" or "Discuss a time when you used your communication skills to persuade others." This lets the interviewer know a little bit more about you, what you have done, and what you are capable of doing.

DO

- Distribute copies of the INTERVIEW YOU Handout and explain to participants they will be participating in a mock interview. Have participants read the information to themselves while you state the information aloud. Discuss any questions participants may have.
- Hand out copies of the INTERVIEW YOU Evaluation Sheet. Tell the participants they will be evaluating each others' performances, just as if they were the ones interviewing them. Go over the evaluation process with them.
- After the youth seem to understand the concepts and procedures of behavioral interviewing and the evaluation process, have participants divide into small groups of four and give each group an envelope.
- Have each youth, one at a time within the small group, select a topic/question from the envelope. There is no time limit; participants need to spend enough time so that the topic/question is answered completely without rambling.
- Participants should take turns selecting and answering topic/questions. As one answers a question, have the other youth in the small group evaluate the answer. Do not look at the evaluations until everyone is finished.
- After all the questions in the envelope have been answered, have participants give the evaluations to the person.

ALTERNATIVE ACTIVITY

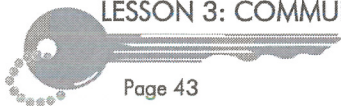
- Hand out INTERVIEW YOU Handout to participants. Go over information and discuss behavioral interviewing with the youth.
- After youth understands basic behavioral interviewing concepts, hand out uncut copies of the INTERVIEW YOU TOPICS to the participants. Have them write their answers to the questions on the sheet.
- After youth have written their answers, have them select a partner and share their answers with each other.
- Have participants evaluate their partners' answers, giving comments and constructive criticism.

REFLECT

- How comfortable or uncomfortable did you feel in the interview situation? Why?
- What did you learn about the interview process through this activity?
- What interviewing strengths do you possess? What are your interviewing weaknesses? How can you strengthen your weaknesses?
- Which interview questions were the toughest to answer? Which were the easiest?
- How can one prepare for a behavioral interview?

APPLY

- What are situations in which you will have to participate in a behavioral interview?
- What can you do to improve your interview skills?
- What are some of the advantages and disadvantages of interviewing from an interviewer's standpoint?
- How effective are interviews in the employee selection process?





INTERVIEW YOU

Evaluation Sheet

When giving constructive comments and criticism, you should find ways the person can improve themselves. For example, do not just say "You weren't descriptive enough." Instead say "You should be more specific when describing your responsibilities with the community pride program." These evaluations should help participants learn their interview strengths and weaknesses so they can increase their strong points and improve their weak ones.

Name of person being interviewed:

Question(s) asked:

Comments and constructive criticism (be very detailed):

INTERVIEW YOU

Topics

Describe a situation when you used your communication skills to persuade others.

✂-----

Discuss a time in which you had to lead a group to achieve a common goal.

✂-----

What has been your biggest accomplishment as leader or as a member of a group?

✂-----

Describe a situation when you set your sights on a high or demanding goal and saw it through to completion, despite obstacles.

✂-----

Describe a problem situation where you had to seek out relevant information, define issues, and decide on which steps to take to get the desired results.

✂-----

Describe a creative/innovative idea you produced which led to the success of an activity or project.

✂-----

Provide an example of how you assessed a situation and achieved good results by focusing on the most important priorities.

✂-----

What are your career objectives? What have you done so far to help yourself reach your objectives?

✂-----

Tell us about your extra-curricular and work experiences.