

# Adult Roles

## Unit 2:

# Communication & Family Relationships

### STANDARD 2

**Students will identify effective communication in interpersonal relationships.**

**Objective 1:** Identify various types of communication styles.

- Define the levels of communication.
- Assess personal communication styles.
- Identify types of destructive communication (blaming, interrupting, endless fighting, character assassination, calling in reinforcements, and withdrawal)
- Identify types of constructive communication (I-messages, clarifying, timing, asking questions, reflective listening, respect, consideration, avoid anger)
- Practice using I-messages.
- Explain active/reflective listening skills.
- Demonstrate the ability to use active listening skills.
- ARR #3 Performance Objective** Demonstrate the ability to use two constructive communication skills.

**Objective 2:** Identify positive and negative nonverbal communication.

- Identify nonverbal behavior and messages (mild handshake, no eye contact, etc.)
- Describe the different types of personal distance/space (public, social, personal, intimate)
- Discuss the impact of nonverbal communication.
- Practice nonverbal communication.

**Objective 3:** Develop positive assertion skills to be used in conflict resolution.

- Identify positive and negative methods of conflict resolution.
- Compare assertive, aggressive, and passive behavior.

# Effective Listening

Effective Listening Skills	Listening Blocks

## How Well Do You Listen?

Circle the number below that best describes how well you listen.

- |  |           |  |
|--|-----------|--|
| 1. I listen more than I talk                           | 5 4 3 2 1 | I talk more than I listen                          |
| 2. I learn about the other person                      | 5 4 3 2 1 | I talk about myself                                |
| 3. I use good eye contact                              | 5 4 3 2 1 | I don't use eye contact                            |
| 4. I mostly use the word "you"                         | 5 4 3 2 1 | I mostly use the word "me"                         |
| 5. I give too much advice                              | 5 4 3 2 1 | I try not to give advice                           |
| 6. I ask complicated questions                         | 5 4 3 2 1 | I ask simple questions                             |
| 7. I give positive comments                            | 5 4 3 2 1 | I give negative comments                           |
| 8. I enjoy silence                                     | 5 4 3 2 1 | I don't like silence                               |
| 9. I lean forward to listen                            | 5 4 3 2 1 | I slouch when listening                            |
| 10. I use humor when tense                             | 5 4 3 2 1 | I don't what to do when tense                      |
| 11. I try to see how others see                        | 5 4 3 2 1 | I must defend how I feel                           |
| 12. I wait until someone is finished<br>before I speak | 5 4 3 2 1 | I tend to interrupt or finish other's<br>sentences |

As you look back over your checklist, draw a vertical line connecting the numbers together. How does your line look? Is it straight or crooked? Is it near the numbers 4 and 5, or more near numbers 1 and 2? Good listeners should have circled mostly number 5's. These are the positive ways of listening.

How could you improve your listening skills?

## Levels of Communication

Level 1:

Level 2:

Level 3:

EVENT

SUPERFICIAL

INFLUENCE

PERSONAL

PERSONAL QUALITY

VALIDATING

COMPLIMENT

Why is it hardest to share personal qualities and compliments?

- 1-
- 2-
- 3-

Points to ponder:

- 1-
- 2-
- 3-

Why would you communicate superficially?

- 1-
- 2-
- 3-

Touching:

Golden Rule with a TWIST:

## COMMUNICATION ASSESSMENT

Choose only one answer for each set of questions, even though you may agree with more than one. These questions should be completed from an adult viewpoint.

1. What statement best describes you?
  - a. Physically expressive
  - b. Verbally expressive
  - c. Goal oriented
2. As a child I received
  - a. hugs and kisses
  - b. verbal praise
  - c. gifts and presents
3. My family demonstrated love
  - a. by touching
  - b. by telling each other
  - c. it was just understood
4. In communicating affection to my mate, I prefer to give
  - a. tender kisses
  - b. tender words
  - c. a gift of tender meaning
5. I would most enjoy receiving from my companion
  - a. a hug and a kiss when we meet in the evening
  - b. a phone call during the day
  - c. a surprise note expressing appreciation
6. I would rather have my mate
  - a. be physically expressive and loving
  - b. recognize my efforts with words of appreciation
  - c. repair an item like a screen door or mend a pair of pants
7. For a gift, I would most enjoy
  - a. a coupon that said, "Good for one month of good-morning kisses"
  - b. a personal, handwritten love letter
  - c. my favorite home cooked meal or dinner at a nice restaurant
8. I would prefer
  - a. a night on the town and a late-night dinner for two
  - b. to have my mate pay me a compliment in the company of friends, family, or just when we are alone
  - c. help with the dishes, trim the lawn, or work with me on some project
9. I would prefer
  - a. a kiss
  - b. the words, I love you
  - c. a small gift
10. I would prefer
  - a. a romantic weekend
  - b. a long heart-to-heart talk
  - c. a clean house or well-kept yard
11. It is more important to have my mate
  - a. sit close to me in the car
  - b. talk to me about the day's events
  - c. remember to run an errand for me
12. I would rather
  - a. be embraced and treated romantically
  - b. be told I am loved
  - c. be shown, by hard work, that I am loved

13. I would prefer to have my mate
- reach out and touch me
  - say, I love you
  - surprise me with a good deed
14. I would prefer giving
- an embrace
  - a kind word
  - flowers
15. With which of these statements do you most agree?
- I would rather hold hands in public, or walk arm-in-arm and mean it, than live in a fancy house.
  - I would rather be told I was loved than be married to a workaholic who is always giving me everything but him/herself.
  - You should not have to tell somebody you love them all the time; they should know it by the way they are treated.
16. I most agree that:
- Just being held can be emotionally satisfying
  - You cannot know a person unless you really talk to him/her
  - There is a time and a place for everything—showing affection in public makes me nervous
17. I prefer expressing appreciation by
- a pat on the back
  - a phone call
  - sending a note
18. As a reward for good grades, I would give
- some physical expression
  - some praise
  - some money
19. I would be most inclined to criticize a teenager for
- not being respectful of their parents' wishes
  - not being appreciative of what they have
  - not keeping their room clean
20. As a parent, I would be more inclined to
- spank
  - scold
  - make the child sit in a corner
21. If I enjoyed dancing, I would do so because of the
- physical closeness
  - social interaction
  - physical exercise
22. As a parent of a young child, I would prefer
- playing games
  - reading to them
  - going for a walk
23. Basically I am
- romantic
  - talkative
  - hard-working

Total number of A answers\_\_\_\_\_, B answers\_\_\_\_\_, C answers\_\_\_\_\_

A= Touch-Oriented

B= Verbal-Oriented

C= Task-Oriented

# Constructive and Destructive Communication

Constructive Communication	Destructive Communication

## Let's Communicate!

Constructive	Destructive	Communication Techniques
		Asking Questions
		Avoiding Intense Anger
		Blaming
		Calling Reinforcements
		Character Assassination
		Clarity
		Endless Fighting
		"I" Messages
		Interrupting
		Need to be Right
		Reflective Listening
		Respect and Consideration
		Timing
		Withdrawal

# Non-Verbal Communication

Functions:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Body Orientation

Voice

Posture

Touching

Gestures

Clothing

The Face and Eyes

# Personal Space

Public Zone:

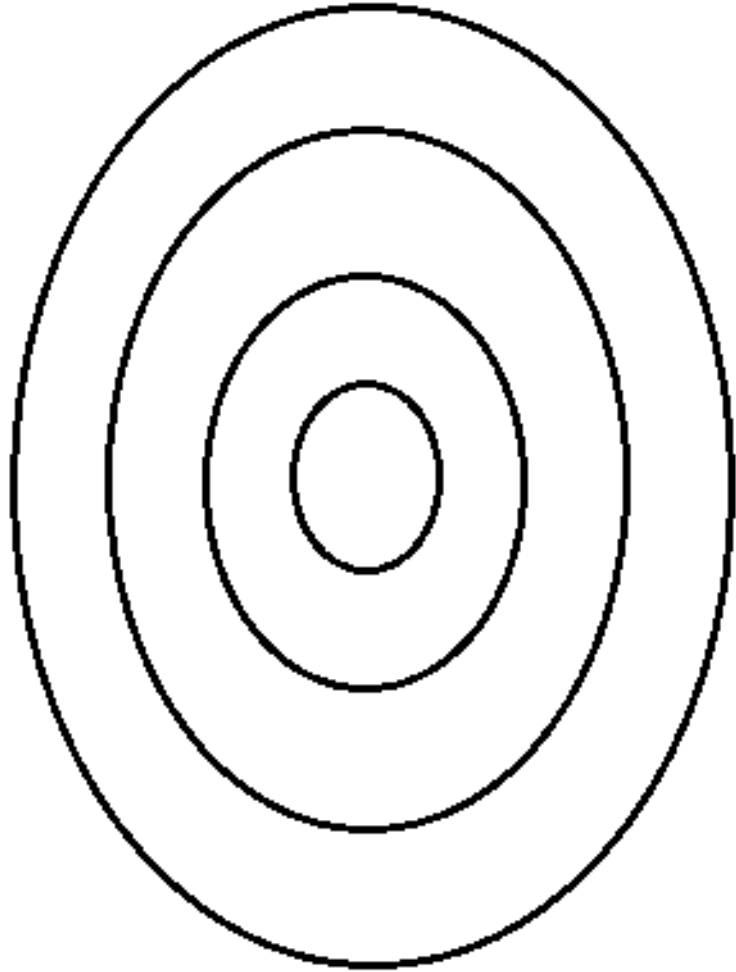
Social Zone:

Personal Zone:

Intimate Zone:

Visual Territory:

Territory:





# Stress Management

Stress:

Dealing with Stressors:

Step 1:

Step 2:

Step 3:

Step 4:

Symptoms of Stress:

Methods of Coping with Stress:

## What Stresses You Out?

My five greatest stresses are:

- 
- 
- 
- 
- 

Five ways I react to stress include:

- 
- 
- 
- 
- 

Five skills I use to cope with stress are:

- 
- 
- 
- 
- 

Five ways I like to relax are:

- 
- 
- 
- 
- 

The five MVP's I need to learn about stressors are:

- 
- 
- 
- 
-

## Suicide

If a friend swore you to secrecy and then told you he or she was thinking about committing suicide, would you keep it a secret or tell someone? Explain your answer.

## Video

Write two thoughts about the video- what you thought was important. (Use complete sentences.)

Reduce Your Stress:

# Family Life Cycle

## **Stage 1: Beginning Family**

**Developmental Tasks:** Establishing a satisfying home and marriage relationship and preparing for childbirth.

## **Stage 2: Childbearing Family**

**Developmental Tasks:** Adjusting to increased family size; caring for an infant; providing a positive developmental environment.

## **Stage 3: Family with Preschoolers**

**Developmental Tasks:** Satisfying needs and interests of preschool children; coping with the demands on energy and attention with less privacy at home.

## **Stage 4: Family with School Children**

**Developmental Tasks:** Promoting educational achievement and fitting in with the community of families with school-age children.

## **Stage 5: Family with Teenagers**

**Developmental Tasks:** Allowing and helping children to become more independent; coping with their independence; maintaining a supportive home base; developing interests beyond child care.

## **Stage 6: Launching Center**

**Developmental Tasks:** Releasing young adults and accepting new ways of relating to them; maintaining a supportive home base; adapting to new living circumstances.

## **Stage 7: Empty Nesters**

**Developmental Tasks:** Renewing and redefining marriage relationship; maintaining ties with children and their families; preparing for the retirement years.

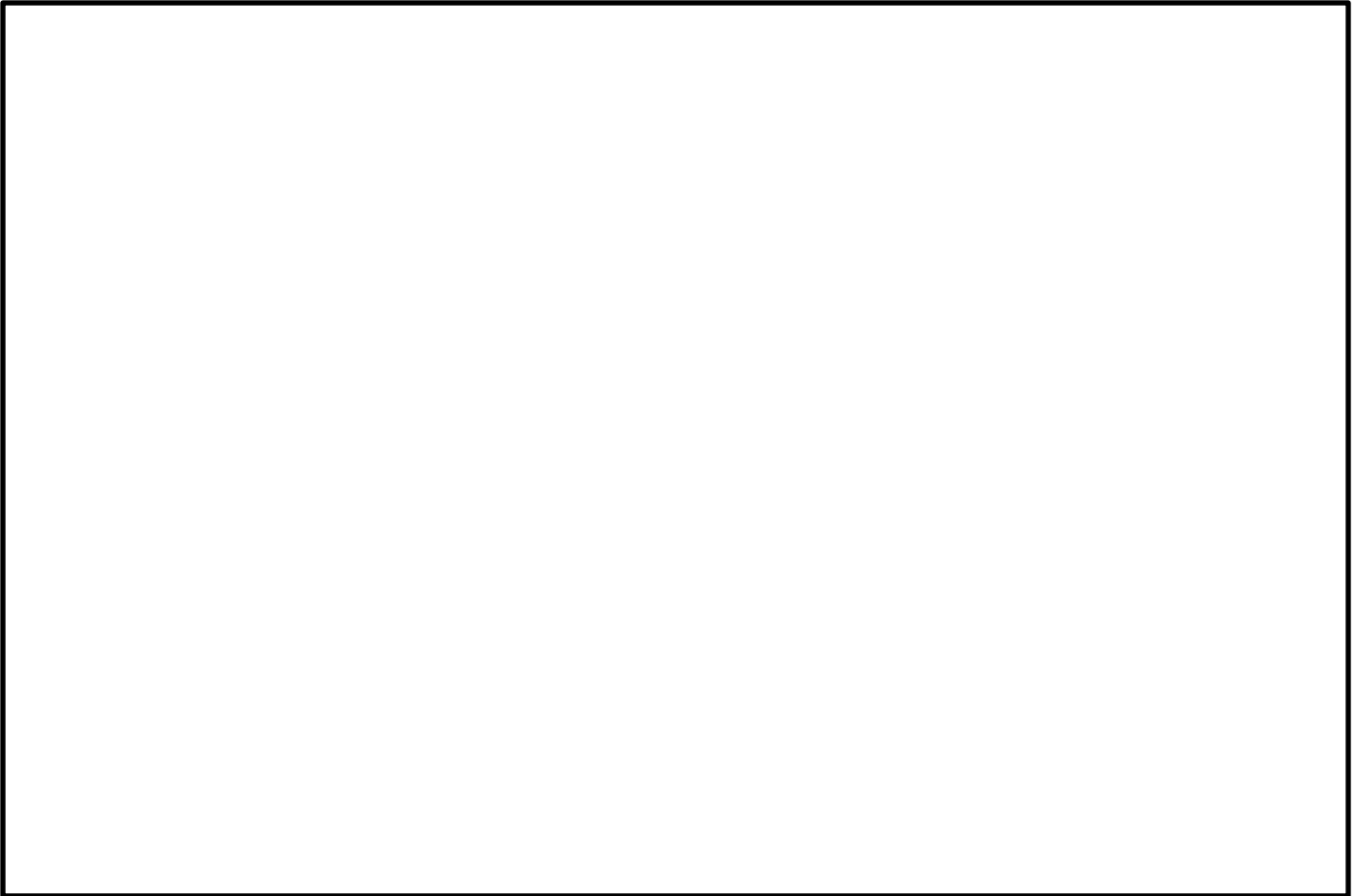
## **Stage 8: Aging Family**

**Developmental Tasks:** Adjusting to retirement; coping with death of the marriage partner and life alone.

# The "Typical American Family"

Types of Families:

Your Family- What is your family like?

A large, empty rectangular box with a black border, intended for a student to write their response to the question "Your Family- What is your family like?".

What do you think about the concept of mothers that work?

# How Strong is YOUR family?

Daily we hear about the breakdown of the family unit. With all this bad publicity, it may seem impossible to raise a family successfully. However, you are capable of forming new, strong family relationship. This process begins by assessing you present family. Use the rating scale below to rate you family on the following factors:

1 = Almost Never

2 = Sometimes

3 = Almost Always

- \_\_\_\_\_ 1. I take responsibility for my actions and do not blame my family when I am in a bad mood.
- \_\_\_\_\_ 2. I try to solve family problems instead of avoiding them.
- \_\_\_\_\_ 3. I try to show my family that I understand their feelings.
- \_\_\_\_\_ 4. My family is more important to me than my friends.
- \_\_\_\_\_ 5. I help plan and carry through on family activities.
- \_\_\_\_\_ 6. I keep promises I make to my family.
- \_\_\_\_\_ 7. I treat family members as I would like them to treat me.
- \_\_\_\_\_ 8. I listen and try to understand my family when they think differently than I do.
- \_\_\_\_\_ 9. I apologize to family members when I have done something wrong.
- \_\_\_\_\_ 10. I think it is important for each family member to have different strengths and abilities.
- \_\_\_\_\_ 11. I am proud of my family.
- \_\_\_\_\_ 12. I am nice to my family when my friends are around.
- \_\_\_\_\_ 13. I know what my family rules are and try to obey them.
- \_\_\_\_\_ 14. I show my family that they are important to me.
- \_\_\_\_\_ 15. I help make decisions that affect my family.
  
- \_\_\_\_\_ Total

A perfect score would be 45 points. You will not have a perfect family, no matter how good your score is. However, your score might give you an idea of the strengths your family has that you will want to carry over to your future family. It will also give you an idea of where you will need to learn new, or better, ways to build a strong family.

# What Do You Think Makes A Family Strong?

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\*

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\*

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## Rules for My future family

1-

2-

3-

4-

5-

6-

7-

8-

9-

10-

**My favorite family tradition is...**

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**One Tradition I will definitely carry on to my family is...**

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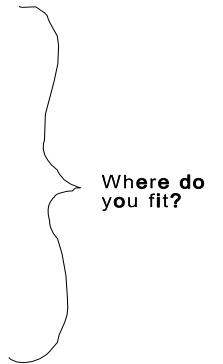
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**Typical Birth Order Characteristics**

**Oldest Child**

**Middle Child**

**Youngest Child**





## Video

Write two statements that caught your attention in the video. Use complete sentences.

## Guest Panel

Write your thoughts on the guest panel? What did you learn? Did you agree or disagree? What did you think?

## **Guidelines and Expectations**

**What did your parents want from you when you were young? What was expected?**

**Did your parents love you as much as your siblings?**

**Where you spanked?**

**Did your parents let you make decisions and then respect your opinions?**

**How do your parents show you they care?**

**How do your parents feel about your friends?**

**Do your parents give you responsibility?**

**What did your parents teach you about male/female relationships?**

**What are your parents' goals for you?**

**What are your favorite memories about your parents?**

# Crisis Management

Divorce:

Factors leading to divorce:

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\*

\*

\*

Personal Problems Associated with Divorce:

1-

2-

3-

4-

Coping with Divorce:

1-

2-

3-

Adjusting to Divorce:

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\*

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Age Effects:

\*

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\*

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# **Coping With Death**

## **Dealing with Death:**

**How would you define death?**

**Why do you suppose most people dislike talking and thinking about death?**

**What do you fear most about dying?**

## **Reactions to Death:**

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\*

## **Mourning Process:**

**Stage 1-**

**Stage 2-**

**Stage 3-**

# Evaluation

List the concepts you learned about in this unit.

What did you like about this unit? What did you dislike? If you were the teacher, what would you change?  
Did the activities help you learn the concepts?