

# Chapter 2

## Lesson 6 Gathering Information

**Theme: Decision Making and Communication Skills**

### Lesson Objective:

Students will demonstrate ability to use decision model. Students will state the importance of information in making a decision. Students will use communication skills to gather information. (See matrix for Arizona Academic/Adult Standards).

### Steps to Follow:

**“Even if you’re on the right track, you’ll get run over if you just sit there.” - -Will Rogers**

#### Part I - Introduction

1. Review Step 1, Self-talk (by now students should know exactly what to say).  
Remind: V question (What do I value?), G question (What do I want to have happen?), C/C question (Can I live the consequence with pride? Do I want others to have to live the consequence?)
2. Discuss quotation.
3. Show: the *3 Steps to DECIDE WITH PRIDE* from Lesson 1.
4. Tell: Step 2 Gather Information.
5. Use *Make a Decision Dora’s Decision S1* to analyze *Dora’s Decision S2*. Notice Dora’s V, G are already filled in. Point out: we’ve been using webs to sort information. This lesson uses a **T Chart** to sort information. Point out: a chart or spreadsheet is an expanded T chart. The charts are also used to sort information and make it more readily accessible.

#### Part 2 – Gather Information

1. Tell: This lesson and the next three lessons discuss how to gather information and use it to make decisions.
2. Write on chart paper for future reference:  
Ways To Gather Information
  - *Observe*
  - *Ask questions*
  - *Listen*
  - *Think if information gathered is fact or opinion*
  - *Look for different points of view*

3. Ask: What do these ways to gather information have in common? (All communication skills) When we're gathering information, we're using communication skills. The better we are at communicating, the better we'll be at gathering information. Better information = better decisions.
4. Tell: Every chapter in this curriculum has at least one chapter about communication skills. How can being a skillful communicator help answer "Who Am I?" "Where Am I Going?" , "How Will I Get There?" , "How To Keep It Together?"
5. Complete *Forms of Communication S3*.

### **Part 3 Steps – Gather Information through Observing**

1. **Observe.** Do this observation exercise.
  - With no advanced warning, show students a picture for 60 seconds, then have 2 minutes for them to write details from memory.
  - Discuss details that were remembered and strategies students used to remember.
  - Tell students you're going to show another picture, but for 45 seconds, then they'll have 2 minutes to write the details from memory.
  - Show picture. Discuss: It's easier to observe details when you're paying attention, you know what to expect, ("activated schema"), you've done it before ("practice effect") and when you have a strategy.
  - Tell: Going to show another picture for 45 seconds, same procedure. Have the picture be odd and complicated in some way, depicting something with which they have little frame of reference. (Don't warn them of any difference in the picture). Provide some distraction in the classroom.
  - The students write (2 minutes) the details they remembered.
  - Discuss: How distractions and understanding context affect ability to observe, gather and remember information. Also, mention the influence of the practice effect, being prepared and knowing the "rules".
2. **Observe.** Non-verbal communication – body language. Demonstrate examples of body language. Complete *The Way We Communicate S4* and/or *Body Language S5*

### **Materials:**

*Make a Decision /Dora's Decision S1*

*Dora's Decision S2*

*Forms of Communication S3*

*The Way We Communicate S4* and/or

*Body Language S5 (this lesson uses taped TV segments and a VCR, however, you could substitute other video clips or only do the activities that don't require video)*

## Evaluation:

Rubric

## Enrichment:

Students make posters showing the 3 Steps to DECIDE WITH PRIDE.

*What Body Language Tells an Interviewer About You EN1*

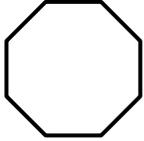
Goldstein, Arnold. *Skillstreaming the Adolescent*, Social Skills: Apologizing

# Make a Decision

S1

## Dora's Decision

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\_\_\_\_\_ **V family** *closeness, honesty, job and financial security*

\_\_\_\_\_ **G Spend** *more time with family. Be employed. Be less stressed.*

\_\_\_\_\_ **C/C**

| Choices | Consequences (good and bad) |
|---------|-----------------------------|
|         |                             |

**Important information:**

**Missing Information:**

**Priorities:**

**DECISION**

Dora's office is short a worker. The personnel department has been looking for a replacement for over 6 months. Dora has been covering two positions. The added responsibility of doing two jobs has increased her stress and decreased her energy. Her family has gotten used to the extra \$100 per week she's been receiving for doing two jobs.

Dora's three children, ages 5, 10 and 15, expect her to take care of all household chores. She cooks the meals, does laundry and cleans the seven-room house. Three times a week she visits her mother who is in a nursing home.

Dora's boss says she's a real trooper for helping out at work. Her family tells her they have to make an appointment to see her. Her friends say they don't know how she does it all. Dora is overworked and unhappy.

**Directions:**

Using the *Make a Decision / Dora's Decisions*, help Dora analyze her situation. She has already filled in her values and goals on her Make a Decision sheet.

1. Write her choices.
2. Write possible consequences of each choice.  
Write both good and bad, short and long term.
3. Circle the choice(s) that you think support her values and help her reach her goals.
4. If you could, what questions would you ask Dora? How would this clarify the situation?
5. How could the additional information increase your choices?

Possible choices could include:

- Give her boss an ultimatum
- Talk over work options with her boss
- Hire help at home
- Talk with her kids about chores and the responsibilities of family members
- Look for another job

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Possible questions to ask Dora:

- Are you married? How can your husband help?
- Are you working at that job because you want to or have to?
- How much \$\$ do you have saved?
- How could friends or family help?
- Do you have enough \$\$ to hire help?
- What is the job market for your skills and interests?
- Can any community agencies provide parenting help? Time management help?
- Financial or budgeting help?
- What's your boss like?
- How long have you been working at this job?

**Notice on the bottom of *Make a Decision*, "Important Information" and "Missing Information". More information often leads to better choices and consequences. Gathering information can help when making a decision.**

**Asking Dora questions could provide important information.**

## Forms of Communication

S3

The four forms of communication are speaking, reading, writing, and listening. People have different skills in these four areas. Some may be better at reading while others may be excellent talkers. Most people use all four forms. Decide what percentage of time you spend in the four communication areas in an average 8-hour day. The total time should add up to 100%.

### 8-HOUR DAY

LISTENING \_\_\_\_\_

SPEAKING \_\_\_\_\_

READING \_\_\_\_\_

WRITING \_\_\_\_\_

\_\_\_\_\_ TOTAL 100%

### COMPARE YOUR PERCENTS WITH THE STATISTICS FROM A RESEARCH STUDY ON WORKDAY COMMUNICATIONS-

LISTENING 45% of day

SPEAKING 30% of day

READING 16% of day

WRITING 09% of day

#### Think About It:

What are the advantages and the disadvantages of each communication method?

#### **Listening**

Advantages

Disadvantages

#### **Speaking**

Advantages

Disadvantages

#### **Reading**

Advantages

Disadvantages

**Writing**

Advantages

Disadvantages

Think About It



Would you have the same percentages if you were in a new situation?  
What if it was your first day in a new school?  
Your first day on the job?  
First day as a new parent?

Identify your strongest area(s).

Identify your weak area(s)

Discuss how your strengths and weaknesses in the four areas would affect the type of job that you would like. Writing tip: organize your thoughts on a web.

## Body Language

S5

### Background:

The student will identify several forms of body cues (e.g., posture, mannerisms, facial expressions) and explain how these can affect the meaning of what is expressed orally.

Messages are conveyed not only through words, but also through body positions and expressions, for example, facial cues, posture, and nervous mannerisms.

### Opening:

1. Have students list or give examples of cues other than verbal that show how someone feels.

2. Have students list strong feelings of emotion (e.g., anger, fear, love, boredom, frustration, hurt ).

How are these feelings conveyed other than through words?

### Activity:

1. Use segments taped from various sources. Advertisements, soap operas, "news" magazine programs, news and cartoons are good choices.
2. With the sound turned off, have students list body cues that express how the character(s) feel.
3. When you can't see a person, but see something else, for example, a visual (words or pictures), what assumptions do you make?
4. After comments are written on the worksheet *Body Language*, replay the tape and have students compare how the voices and words matched with the body cues.

**Materials:** VCR tape of several types of television programs, pen or pencil

**Discussion:** Have students discuss how the segments without sound were easy or difficult to figure out. You may want to have part of the discussion before playing the tape with sound.

1. Which segments were easiest to figure out? Why? (Probably strong emotions with many body cues)

2. Was the newscast difficult to interpret? (Probably - they are usually less emotional)

3. Why would an unemotional facial expression be important for that type of job? (Appear free from prejudiced)

4. What are some body positions that showed anger or aggression?

5. What are some facial expressions that showed specific emotions?

### **Enrichment Activities:**

1. Play a form of Charades in which a group is given the task to represent a particular emotion. Look for body cues such as: crossing arms, clamping teeth, clenching fists, hands on hips, narrowing eyes, slouching in chair, smiling, direct eye contact etc.
2. Look for pictures or take photographs of different posture positions. What do they convey? Why do you think they demonstrate a certain feeling? (e.g., hands clenched may be ready to fight, crossed arms may look protective).
3. Do you know someone who intentionally sends out body language to give a certain impression? In what situations does he do this? What do you think about this practice? Is it a good survival skill? What do you think to yourself when someone gives you these “mixed messages”?
4. Draw a picture or pantomime a given emotion (such as anger, confusion, etc.) using body cues to help express that emotion.

## The Way We Communicate

S4

Non-verbal communication (body language) is all the things you do, without speaking, that communicate a message.

Verbal communication is spoken language. It's the words and noises as well as the way we speak.

Below is a list of behaviors used in communicating. Mark **verbal** (V) or **non-verbal** (N).

- \_\_\_\_\_ tone of voice
- \_\_\_\_\_ touching
- \_\_\_\_\_ loudness of voice
- \_\_\_\_\_ eye contact
- \_\_\_\_\_ how fast one talks
- \_\_\_\_\_ pitch of voice – deep or high
- \_\_\_\_\_ hand gestures
- \_\_\_\_\_ facial expressions
- \_\_\_\_\_ posture
- \_\_\_\_\_ standing / sitting
- \_\_\_\_\_ arms folded across chest
- \_\_\_\_\_ timing – when you say it
- \_\_\_\_\_ nodding head
- \_\_\_\_\_ taking notes
- \_\_\_\_\_ \_\_\_\_\_

### Think About It:

Discuss the effect each of these has on the message you send.

In your experience, which is more likely to be misunderstood, verbal or non-verbal communication? Why? **Write a paragraph; include topic sentence and details and examples that support your opinion.**

### One chance to make a first impression

Your entrance counts. In those first crucial moments, what you communicate non-verbally may set the tone for success or failure.

Each time an employer hires, she takes the risk of hiring a problem solver or a problem causer. If you were this employer, which would you want?

Picture that you are the employer. Just like most employers you want an employee who has a willingness to work hard, the ability to get along with others and the ability to learn.

Imagine you will interview these three prospective employees:

- ❖ The person walks into your office with small hesitant steps. His eyes are looking down and they dart around nervously. He fidgets with his earring and keys as he takes a seat. He seems to be apologizing without saying anything.
- ❖ The person swaggers in looking cocky and arrogant. Her eyes have an “I dare you” expression, and she looks right through everyone, including you. She seems to think she looks confident, but you see a bully.
- ❖ The person enters. Every muscle seems tense. He literally looks “scared stiff.” He doesn’t look you in the eye when you greet him.

Now picture this scene:

- ❖ The person walks in with energy, but not overly eager. She has good posture. She looks at you, smiles and extends her hand to shake yours. She seems relaxed, but somewhat guarded, ready to listen and to respond.

Without hearing a word they said, you probably formed a pretty strong impression of what each person was really like. That’s the power of body language

By being aware of your body language, you can help to send the message you want to send. What’s more, when you use assertive, confident body language, you’re likely to truly begin to feel that way. For example, studies have shown that people who smile even when they’re feeling down soon begin to feel happier simply *because* they’re smiling.

## What Body Language Tells An Interviewer About You (Page 2) EN1

Notice that we didn't say which of those four body-language signals was the "right" one. Although it's easy to see that the last set of body language communicates the most confidence, there is no formula when it comes to body language. What works in one situation won't work in another. What works for one person, doesn't work for another.

However always do these things: a handshake, a smile and nodding, these all help you connect with the interviewer. Connecting increases communication, and helps you gather and give information.

**Relax:** While you are waiting, take a couple of deep breaths. Lead your thoughts and emotions in a positive direction. Think to yourself, "Relax," or "This will work out." Or think to yourself an affirmation, "I am a capable person, I can do this."

**Give a handshake:** Extend your hand, have a firm, but not too firm grip. Practice "shaking" your other hand to get the pressure just right.

**Say a greeting:** "It's nice to meet you," or just "Hello."  
Also shake hands when you leave, say "Thank you," "It was a pleasure to meet you."

**Smile:** it shows confidence and puts others at ease. Remember, employers want employees who can get along with others.

**Look at the person:** Make eye contact, just looking another person in the eye is one of the most powerful body-language signals there is. It shows interest and respect. At an interview, if you avoid eye contact you'll communicate a lack of friendliness, and desire for interaction. Your interviewer may wonder what's wrong. After all, one common signal of someone who's lying is lack of eye contact.

But don't go to the other extreme and stare. That signals anger or a challenge. It can also signal that you think the other person is odd. Being stared at makes a person feel uncomfortable.

**Nod:** This is a sign that you're listening closely to your interviewer. But don't fake it! An occasional brief, single nod, combined with leaning forward slightly in your chair shows your interest. It makes the interviewer feel that the two of you are connecting, and that can be encouraging.

The key is to relax, be interested, read the situation, and strike a balance.