Student Work

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A study to determine the effects of a speech communication course in junior high on an adolescent's self concept

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A STUDY TO DETERMINE THE EFFECTS OF A SPEECH

COMMUNICATION COURSE IN JUNIOR HIGH ON

AN ADOLESCENT'S SELF CONCEPT

A Thesis

Presented to the

Department of Communication

and the

Faculty of the Graduate College

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by

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THESIS ACCEPTANCE

Accepted for the faculty of the Graduate College, University

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INTRODUCTION

Human behavior is a reflection of the many attitudes, beliefs, values, and cognitive processes of the individual. It has been theorized that self concept, or the way a person perceives his self image, acts as an integral force in directing many of those behaviors.[1] According to research by Brownfain, a person with a high regard for self, or a positive self concept, exhibits more socially acceptable behaviors. Conversely, when a person has a low regard for self a variety of maladjusted and neurotic behaviors are displayed.[2] A conclusion of research concerning behavior and self concept may be summarized: " . . . individuals derive their feelings about self from their interaction with others. Consequently, the link between self concept and actual behavior is a strong one."[3] The relationship between self concept and behaviors may be examined further by studying the development of self concept. Such development occurs primarily in the early years of an individual's life.

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[1] James C. McCroskey, "Studies of the Relationship between Communication Apprehension and Self-Esteem," Human Communication Research III (Spring, 1977), p. 269.

[2] J. J. Brownfain, "Stability of the Self Concept as a Dimension of Personality," Journal of Abnormal and Social Psychology I (1952), pp. 597-606.

[3] J. H. Greenhaus and T. J. Badin, "Self Esteem, Performance, and Satisfaction: Some Tests of a Theory," Journal of Applied Psychology LIX (1974), pp. 722-726.

However, while self concept has sometimes been treated as a fixed

element in one's adult personality, it is actually subject to change

throughout one's life.[4]

The developing self concept may be more susceptible to change

at different stages in one's life. One particular stage of life dur-

ing which self concept is especially subject to change is that of

early adolescence, ages 12-13. A cross-sectional study by Simmons,

Rosenberg, and Rosenberg, investigated several dimensions of self

concept development of 1917 urban school children in grades three

through twelve. Each subject was interviewed and objective back-

ground information was obtained from the parents. The Guttman Scale

was the instrument administered to the students, which measured sev-

eral aspects of self image. They found a particular rise in distur-

bance of the self image (used synonymously with self concept)

occurred in the students of ages 12-13.

> During early adolescence, compared to the years eight to
> eleven, the children exhibited heightened self-consciousness,
> greater instability of self image, slightly lower global self
> esteem, lower opinions of themselves with regard to the qual-
> ities they valued, and a reduced conviction that their
> parents, teachers, and peers of the same sex held favorable
> opinions of them.[5]

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[4]Elizabeth B. Hurlock, Child Development, 5th ed. (New
York: McGraw-Hill Book Company, 1972), p. 464.

[5]Roberta G. Simmons, Florence Rosenberg, Morris Rosenberg,
"Disturbance in the Self Image at Adolescence," in Studies in Ado-
lescence, 3rd ed., by Robert E. Grinder. New York: Macmillan Pub-
lishing Co., 1975, p. 217.

This researcher has been associated with many adolescents as a junior high school teacher. Her observations seemed to concur with the findings of Simmons et al. Many adolescents who showed characteristics of a low self concept seemed to have difficulty with the adjustment problems they encountered while in junior high. These characteristics seemed to be manifested by low academic performances, few social relationships, poor communicative skills, and behaviors which received disciplinary action. While conversing with many of these students it seemed they had a need to communicate openly about themselves to this writer and to others. But their apparent uncertainty of identity and concomitant low self esteem was reflected in their hesitancy to communicate freely, although it seemed to the writer they had a desire to do so. They were very cautious about what they revealed about self, especially when discussing their personal strengths and weaknesses. Thus they appeared to be frustrating their own deep desires to share self with others.

It was this researcher's hypothesis that adolescents could gain more acceptance of self at this difficult age from a course designed to help them gain basic communication skills, both interpersonal and interpersonal. It was felt that if an adolescent completed such a communication course in junior high his or her self concept would be significantly improved. A review of the literature concerning self concept and communication indicated tentative support for this general hypothesis.

SURVEY OF LITERATURE

The goal of improving students' self concepts has received considerable attention, primarily in high school and college communication courses. A number of evaluation studies have been conducted to determine if change occurred during such a course. The results are not totally consistent, but evidence shows that improvement in self concept did occur in most students. However the amount of change varied among individual students.[6]

Variation in self concept changes was examined by Purkey in college communication courses. After 227 students completed a communication course he found the following:

    1) Age and educational classification did not significantly account for variance in the final self concept scores of the participating 227 students.

    2) Sex accounted for a significant portion of the variance in self concept: the females self concept changed more favorably than the males.

    3) The earned grade in the course accounted for a significant portion of the variance of the final self concept scores of the students.[7]

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[6] Larry R. Judd and Carolyn B. Smith, "The Relationship of Age, Educational Classification, Sex, and Grade to Self Concept and Ideal Self Concept in a Basic Speech Course," Communication Education XXVI (Nov. 1977), pp. 289-297.

[7] William W. Purkey, Self Concept and School Achievement (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1970), p. 42.

In similar research Brooks and Platz found that after a college communication course females were significantly more likely to improve their self concepts than the males.[8]

Academic achievement is another factor that has been linked to self concept. When a group of 15 and 16 year olds were asked to complete a self-evaluative checklist from which self concepts were analyzed, high academic achievement proved to be positively related to self concept.[9] Other reported studies which examined the relationships between self concept and school achievement also found significant positive correlations.[10]

However, a study by Rubin et al. of 530 12 year olds concluded that much of the relationship between self-esteem and school performance stems from underlying pre-existing factors such as "ability, background, and academic success."[11] It seemed to this writer

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[8]William D. Brooks and Sara M. Platz, "The Effects of Speech Training upon Self Concept as a Communicator," Speech Teacher XVII (1968), pp. 44-49.

[9]L. B. Hendry and D. Jamie, "Pupil's Self Concepts and Perceptions of Popular Qualities," Scottish Educational Review X (Nov. 1978), p. 52.

[10]W. Brookover, The Sociology of Education, 2nd ed. (New York: American Book, 1964), p. 114; B. O. Richmond and J. L. Dalton, "Teacher Ratings and Self Concept Reports of Retarded Children," Exceptional Children XXXX (1973), pp. 178-183; N. Trowbridge, "Effects of Socio-Economic Class on Self Concept of Children," Psychology in the Schools VII (1970), pp. 304-306.

[11]Rosalyn A. Rubin, Jeanne Dorle, and Susanne Sandidge, "Self-Esteem and School Performance," Psychology in the Schools XIV (Oct. 1977), pp. 503-506.

that communicative attitudes and skills could be a common element in most such underlying factors.

Proficient communication skills have been related to self concepts. A sample of 75 teacher education students completed a speech proficiency test, followed by the Tennessee Self Concept Scale. The following conclusions were reported:

> Students who were proficient in speech tended to have higher overall self concepts than those not proficient in speech.

> Less adequate self concepts were most prevalent among students who were not proficient in speech or who had not successfully completed a basic speech course.[12]

Heisey tested 240 fifth-grade students to determine possible relationships between their self-perceptions of oral communication skills and their personal-social adjustment. Although no relationship was found between their oral communication skills and their social acceptability by peers, Heisey found that those students who scored high on both a basic communication skills test and an intelligence test were rated significantly higher in oral communication skills by their teachers than the lower scoring students.[13]

McCroskey et al. measured oral communication apprehension and self esteem of high school students. They consistently found

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[12]Stephen Gary Yanoff, "Study to Investigate the Relationship between Speech Proficiency and Self Concept" (unpublished doctoral dissertation, East Texas State University, 1976), Abstract.

[13]Marion J. Heisey, "An Investigation of Self-Perceptions or Oral Communication Skills among Fifth Grade School Children," (unpublished doctoral dissertation, Kent State University, 1968), Abstract.

that oral communication apprehension was related to low self esteem, regardless of populations of subjects.[14]

Further research done by Shamo and Hill compared self concepts of novice and advanced speech students in college. Their hypothesis was that as one's ability to communicate improves, so does self concept. Students enrolled in either a basic speech course or an advanced interviewing course were administered a test to measure communicator-self concept before, during, and after the course. Significant improvement in communicator self-concept was evident at all three time measurements. The advanced students reported higher self concept scores at all three measurements. The results implied that a communication course significantly changed the students' self concepts at the college level.[15]

As previously stated, the research on self concept in relation to speech communication classes had predominantly used older subjects, high school and college students. Despite the fact that self concept seemed to be more tenuous and in flux during the junior high years, no study that examined junior high students' self concepts in relation to interpersonal speech communications classes was found in the literature. The writer decided to explore the

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[14]James C. McCroskey, John A. Daly, Virginia P. Richmond, and Raymond L. Falcione, "Apprehension and Self Esteem," Human Communication Research III, (Spring, 1977), pp. 269-276.

[15]G. Wayne Shamo and Janice B. Hill, "Self Concept as a Communicator: A Comparison between Novice and Advance Speech Students," College Student Journal IX (February-March, 1975), pp. 75-79.

possible impact of interpersonal communication classes on self

concepts of junior high school students.

STATEMENT OF THE RESEARCH PROBLEM

The purpose of this study was to determine whether the completion of a basic speech communication course in junior high would significantly improve the participants' self concepts. The course included the studying of communication principles designed to promote self-understanding and rewarding relationships with family, peers, and others. Topics of listening skills, conversation techniques, nonverbal communicators, trust in relationships, friendship development, self-disclosure, assertiveness, and family relationships were instructed by means of lectures, textbook readings, films, class discussions, guest speakers, and group activities. In general, the course was designed to develop skills for supporting and confirming social relations which would enhance students' self concepts.

Hypotheses

1. After completing a speech communication course in junior high, the self concept of adolescents is significantly higher than before the course began.

2. Changes in self concept scores of adolescents completing a speech communication course are significantly higher than changes in self concept scores of adolescents not taking the course.

Delimitations

This study was limited to only those eighth grade students

who had enrolled in home economics courses at Monroe Junior High in

Omaha, Nebraska. Home economics includes the study of food and nu-

trition; textiles and clothing; consumerism and finance; personal

and family development. The area of speech communication is taught

as part of human development, as it plays an essential role in re-

lating to oneself and others. The classes available for the study

were similar in enrollment size and male/female composition.

The study was concerned with the variable of interpersonal

communication training and its effect on an adolescent's self con-

cept. No attempt was made to study other variables which might in-

fluence self concept, nor other effects of the communication

training.

Definition of Terms

1. _Adolescent_. In this study, an adolescent was a person

who was enrolled in eighth grade at Monroe Junior High School.

2. _Self Concept_. In this study, self concept was defined

operationally as a score on the Tennessee Self Concept Scale. The

individual components of the self concept that were measured were:

    Self Criticism, Identity, Self Satisfaction, Behavior,
    Physical Self, Moral-Ethical Self, Personal Self, Family
    Self, and Social Self.

3. _Speech Communication Course_. This six week course unit

focused on the basic principles of intrapersonal and interpersonal

communication. Emphasis was given to developing communicative skills in those areas through the use of course objectives, requirements, and laboratory experiences which are operationally defined in the course syllabus (see Appendix B).

METHODS AND PROCEDURES

Subjects

The subjects in this study were eighth grade students
enrolled in the four home economics classes at Monroe Junior High
School in Omaha, Nebraska. The school taught seventh, eighth, and
ninth grades with total enrollment being 847. Monroe was classi-
fied by government regulations as a low income school, meaning that
40 percent of the total student body received free or reduced lunch
tickets and were living in households where the earned income is
below the federally-defined poverty level. The junior high is
"racially balanced" with the largest population of minority stu-
dents enrolled in the seventh and eighth grades (seventh grade--35%;
eighth grade--43%; ninth grade--16% minority enrollments).

Sampling Procedures

The sample consisted of students who were voluntarily en-
rolled in a home economics course for one semester. Home economics
was offered as an elective course, but was recommended by the
school counselors, especially for those students who had difficulty
achieving in more traditional courses.

The classes were generally limited to 25 students and class
composition was racially and sex balanced (must be 25% minority stu-
dents and 25% male students enrolled) by means of the grade level

counselor. It was not possible for students to be assigned to elective classes at random so a true experimental design could not be achieved.

Instrument Used

The Tennessee Self Concept Scale was the instrument used to measure self concept. The scale consists of 100 self-descriptive statements which the subject uses to assess himself. It is self-administering and could be used with subjects age 12 or higher and having a sixth grade reading level. The mean time to complete the scale is 13 minutes.

The scale is available in two forms: a counseling form and a clinical and research form. The only differences between the forms is in the scoring and interpretation system. For this study, the counseling form was used because it was less complex in terms of scoring, analysis, and interpretation. It dealt with fewer variables in the scoring system, thus saving time and money.

The scale is composed of statements that focus on self criticism, identity, self satisfaction, behavior, physical self, moral ethical self, personal self, family self, and social self. The answers to these statements are computed into one Total "P" Score. "P" reflects the overall level of self esteem. Persons with high "P" scores tend to like themselves, feel that they are persons of value and worth, have confidence in themselves, and act accordingly. People with low "P" scores are doubtful about their own worth, see

themselves as undesirable; often feel anxious, depressed, and unhappy; and have little faith or confidence in themselves.[16]

The total "P" score was the only score used in this research. None of the previous studies in speech communication in relation to self concept reported analyses of the subscales derived by the TSCS; further there was no theoretical basis for interpreting these sub-scores.

The test has been used extensively in many areas of research and is considered a valid instrument for measurement of the self concept.[17]

Data Gathering Procedures

This test was administered to the subjects as a pre and post-test by the home economics teacher of the class to which the subject was enrolled. The two administrating teachers were this writer and a cooperating colleague from the home economics department. The pretest was given on the first day of the unit and the post-test was given on the last day of the unit. The pretest scores were sub-tracted from the post-test scores to determine the amount of change in the self concept of each subject. From these change scores, mean scores were derived for each group, thus providing a comparison be-tween the amount of change in the treatment and non-treatment groups.

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[16]Manual for Tennessee Self Concept Scale (Tennessee: De-partment of Mental Health, 1955), p. 1.

[17]Ibid.

The Research Methodology

The design was a simple evaluation study: subjects were pretested on a dependent variable, exposed to a stimulus representing an independent variable, and then remeasured on the dependent variable. Differences between the first and last measurements on the dependent variable might be due to the influence of the independent variable.[18] In this study the dependent variable was the score on the Tennessee Self Concept Scale and the independent variable was the speech communication course.

The TSCS was administered as a pretest to the four groups in this model: the two treatment classes of the home economics course received the speech communication course unit and the other two home economics classes received a foods and nutrition unit in place of the communication unit.

The stimulus, or the communication unit, was taught by the researcher to the students enrolled in her two classes. The other two classes, or the non-treatment group, was instructed by the other home economics teacher who cooperated in the study. Although both instructors believed they functioned quite similarly as teachers in many ways, individual differences between the two personalities must be recognized as a possible factor in influencing results of the study.

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[18] Earl Babbie, The Practice of Social Research, (Belmont, California: Wadsworth Publishing Co., 1979), p. 269.

Both units in interpersonal communication and foods and nutrition extended for six weeks and met on a daily basis with forty-three minute class periods. After completion of the course unit, the TSCS was administered once again as a post-test to the four groups of classes.

Statistical Tests

The t-procedure was chosen because it is the most powerful inferential statistic test that could be appropriately applied to the data. The significance level, or alpha for differences between the means was set at $p < .05$. A one-tailed test was used as previous research gave indication that an increase in self concept could be anticipated.

RESULTS

Table I depicts the means of the pre, post, and change scores
for the treatment group and the non-treatment group. The individual
raw scores on the TSCS are reported in Appendix A.

Table I. Means of TSCS Scores

	Pre	Post	Change	t-value
Treatment Group	310.70	329.84	+ 19.14	2.12
				(p < .025)
Non-Treatment Group	321.84	322.95	+ 1.11	.42
				(N.S.)

Applying the formula for the difference between means in
correlated groups[19] to the data from the treatment group, a t-value
of 2.12 was computed, meeting the criterion level set at .05; the
actual significance level on a one-tailed test was associated with
a probability of less than .025. Using the same formula for the

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[19]Robert B. McCall, _Fundamental Statistics for Psychology_
(New York: Harcourt Brace Jovanovich, Inc., 1975), p. 217.

change of the non-treatment group, a t-value of .42 was found, which was not significant at the .05 level.

To compare the changed scores of the two groups, the formula for the difference between means of independent groups was used.[20] A t-value of 1.69 was found which met the criterion level set at $p < .05$.

CONCLUSIONS

Based on the t-values, both null hypotheses were rejected in favor of the following hypotheses:

1. After completing a speech communication course in junior high, the self concept of adolescents is significantly higher than before the course began.

2. Changes in self concept scores of adolescents completing a speech communication course are significantly higher than changes in self concept scoresof adolescents not taking the course.

Since a significant change in self concept scores occurred in the treatment group, and the non-treatment group score did not change significantly, it is probable that change was not due to maturation or other forces at work within the school, but was a result of the unit taught by this researcher in interpersonal communication.

DISCUSSION

While teaching this unit it appeared to the writer that strong interest was shown by the students in this area. There seemed to be a decrease in discipline problems as students became more involved in the classroom activities. Although no systematic procedure for observing behaviors was employed, it seemed to the writer that several changes in behavior occurred. Students engaged less in disruptive behaviors (talking out of context, engaging in private conversations, wiggling in seats, etc.). The particular topics of self concept, friendship development, and family crises were received by the students with unusually high levels of enthusiasm in comparison to the previous units in the home economics course. A few students who had been reluctant at the beginning of the unit to communicate with others in the class seemed to gradually join in on class discussions and activities as the communication course progressed.

Subjective comments from the students at the conclusion of the unit indicated that many had found the unit to be enjoyable and worthwhile. For example, one student remarked that he didn't realize other students had the same kinds of family problems he had; another student announced a new friendship; still another reported a success at resolving a broken friendship as a result of participation in the speech communication unit.

It is important to note that such behavioral changes did not seem to occur while the writer was teaching the same students earlier in the semester; thus it seemed self concept change was not a function of the personality of the writer, as much as it was a function of the communication course.

RECOMMENDATIONS

As a result of this study, the writer's recommendations for further research in this area include:

1. A random sample of students, who are randomly assigned, should be used to determine how these findings can be generalized to the adolescent population.

2. An analysis of subgroups of adolescents classified by sex should be examined, as research previously mentioned in the survey of literature found differences between male and female self concept scores after completing a college communication course.

3. Time, as a variable in relation to self concept improvement, should be studied in order to determine optimal course lengths for both efficiency and effectiveness.

4. Specific controlled observations of disruptive and cooperative behaviors should be recorded to determine behavioral change of the students during the course.

This writer recommends development of a course on communication specifically designed for the adolescent, stressing the concept of interpersonal relationships. School systems should employ such courses in their curricula and evaluate the effects of these courses. It is felt by the writer that increasing the student's awareness of

self and his relationship with others is of vital importance to this age group and could be a strong stabilizing factor in adolescence. In consideration of the significant findings in this study, it is imperative that research on speech communication education and its effect on an adolescent's self concept continue to be explored.

APPENDIX A

TENNESSEE SELF CONCEPT RAW SCORES

Table AI shows the changes on TSCS for the thirty-seven
subjects who received the communication unit. Table AII depicts
the changes on TSCS for the forty-three subjects who did not receive
the communication unit.

Table AI

Tennessee Self Concept Scores

S	Pre	Post	Change
1	397	411	+14
2	355	345	−10
3	348	354	+6
4	333	342	+9
5	308	374	+66
6	326	322	−4
7	298	294	−4
8	313	343	+30
9	309	321	+12
10	310	341	+31
11	218	242	+24
12	316	305	−11
13	298	347	+49
14	347	343	−4
15	357	395	+38
16	361	289	−72
17	268	275	+7
18	311	302	−9
19	346	345	−1
20	302	284	−18
21	258	252	−6
22	232	318	+86
23	264	335	+71
24	383	376	−7
25	330	283	−47
26	339	344	+5
27	335	350	+15
28	264	296	+32
29	251	320	+69
30	282	337	+53
31	344	428	+84
32	318	332	+14
33	284	357	+33
34	215	320	+105
35	335	307	−28
36	327	342	+15
37	314	333	+19

Table AII

S	Pre	Post	Change
1	304	316	+12
2	334	304	-30
3	281	305	+24
4	282	280	-2
5	292	287	-5
6	289	280	-9
7	383	333	-50
8	356	359	+3
9	285	291	+6
10	347	295	-52
11	272	286	+14
12	350	267	-83
13	252	340	+88
14	373	352	-21
15	329	381	+52
16	293	290	-3
17	328	330	-2
18	359	329	-30
19	261	294	+33
20	353	321	-32
21	291	259	-32
22	368	360	-8
23	343	330	-13
24	344	373	+39
25	347	352	+5
26	311	318	+7
27	301	306	+5
28	357	341	-16
29	333	318	-15
30	340	346	+6
31	326	322	-4
32	324	306	-18
33	355	321	-34
34	278	314	+36
35	345	337	-8
36	335	356	+21
37	351	371	+20
38	394	430	+36

Table AII. Continued

S	Pre	Post	Change
39	336	331	−5
40	270	301	+31
41	334	331	−3
42	297	365	+68
43	236	259	+23

APPENDIX B

INSTRUCTIONAL UNIT: "COMMUNICATION AND YOU"

Rationale

It is the overall intent of this unit to provide the student with an increased awareness and appreciation for the role that communication plays in his life.

Communication is an inescapable process of everyday life. Satisfaction with life often depends on the quality of a person's relationship with others. The ability to communicate effectively makes a substantial contribution to the development and maintenance of those relationships.

This course unit, "Communication and You," is designed to help students learn about themselves and how they relate to others. Instruction focuses on two aspects of communication: intrapersonal and interpersonal. Developing relationship skills with others begins with the knowledge and awareness of self. Knowing oneself—what one likes, what one believes, what capabilities one has—creates a more solid foundation for sharing and relating to others.

The emphasis on interpersonal communication, or communication between two or more unique persons, is designed to provide awareness of interactions with others. The students gain insight into how to become more effective communicators on the interpersonal level. The

ability to relate well to others is an essential part of the maturing

and adjustment process, particularly during adolescence.

Chapter 1. Principles of Communication

Instructional Objectives

At the conclusion of this chapter, the student will be able

to perform the following objectives:

1. Identify the elements in the communication process and
    how this process occurs.

2. Demonstrate competence in analyzing speech communication
    processes from intrapersonal to public levels.

3. Discuss ways to be a more effective listener.

4. Analyze how the listening process is affected by the roles
    of the sender and receiver.

5. Nonverbally communicate an emotion to other students showing
    understanding of its varied interpretations.

6. Draw some generalizations about people based on their non-
    verbal behaviors.

Content Outline

I. Principles of Communication
   A. Definition of Elements
      1. Source
      2. Stimuli
      3. Receiver
      4. Sensory Receptors
      5. Receiver's Interpretations
      6. Noise
      7. Feedback
      8. Situation

   B. Function of Elements
      1. Interrelationship
      2. Steps in Process

II. Types of Communication
   A. Intrapersonal

   B. Interpersonal

   C. Public Communication

   D. Mass Communication

III. Listening
   A. Skills to Increase Effectiveness
      1. Look for and Review Main Ideas
      2. Concentrate upon What Is Being Said
      3. Put Faster Thinking Ability to Use by Analyzing Message

   B. Roles of the Sender
      1. Analysis of the Situation
         a. Concentration
         b. Set Goals
         c. Provide Feedback
      2. Analysis of Audience/Receiver

IV. Nonverbal Communication
   A. Codes
      1. Body Movements
      2. Personal Space
      3. Touch
      4. Artifacts
      5. Paralanguage

   B. Interpretations
      1. Generalizations
      2. Contradictions

Learning Activities

I. The Communication Principles
    A. Lecture

    B. Assignment: Describe a communication situ-
                                     ation where you have been in-
                                     volved. Identify the eight
                                     elements in the situation and how
                                     the process occurred.

II. Types of Communication
    A. Lecture

    B. Student Worksheet: "Types of Communication"

III. Listening
    A. Class Assignment: "Listening Test"

    B. Lecture

    C. Tape: "Are You Listening?"

    D. Student Worksheet: "Will People Enjoy Listening to
                                     Me?"

IV. Nonverbal Communication
    A. Textbook Reading

    B. Lecture

    C. Game: "Emotional Charades" Divide stu-
                                     dents into small groups of 5-6.
                                     Pass out cards with words of emo-
                                     tions written on them. Have each
                                     member act out word on card. On
                                     completion have class discuss
                                     which words were more difficult
                                     to guess and the reasons for
                                     misinterpretations.

    D. Assignment: Have students observe the non-
                                     verbal behaviors of staff members,
                                     teachers, or administrators with-
                                     in the school and act out their
                                     mannerisms in front of the class.
                                     Have students in class guess who
                                     was impersonated.

Resources

I. The Communication Principles
   A. Anita Taylor, <u>et al.</u> <u>Communicating</u> (New Jersey:
      Prentice Hall, 1977), 5-10

II. Types of Communication
   A. Ibid., 5-10.

III. Listening
   A. Fran Tanner. <u>Creative Communication</u> (Idaho: Clark Pub-
      lishing Company, 1973), p. 193.

   B. Connie R. Sasse. <u>Person to Person</u> (Peoria, Illinois:
      Chas. A. Bennett Co., Inc., 1978), 152-156.

   C. Tape: "Are You Listening?" (New York: J. D. Penney
      Company, Inc., 1971), 10 minutes.

   D. Olive D. Church. <u>Interpersonal Communications: 50 Spirit
      Masters</u> (Portland, Maine: Walch Publishers, 1980).

IV. Nonverbal Communications
   A. Marion S. Barclay. <u>Teen Guide to Homemaking</u> (New York:
      McGraw-Hill Book Company, 1972), 61-63.

   B. Ibid.

   C. Audrey Palm Riker. <u>Teacher's Guide to Me: Understanding
      Myself and Others</u> (Peoria, Illinois: Chas. A. Bennett
      Co., Inc., 1977), p. 30.

Name _____ Period _____

Types of Communication

As discussed in class, there are four types of communication:
1) Intrapersonal; 2) Interpersonal; 3) Public; and 4) Mass. Place
the correct number by each example given.

A sermon at church   _____

Giving yourself a "pep talk"   _____

Classroom lecture   _____

Omaha World Herald   _____

A conversation with your locker
   mate   _____

Father-daughter talk   _____

KQKQ Radio Station   _____

Thinking to yourself   _____

Basketball team "time-out" talk   _____

Television programs   _____

Listening Test by Kathleen Ramonda

1. 1

2. MB
   PB
   SB

3. Canada
   United States

4. VOTE

5.

Directions:

1. Put a dot on the 1.

2. You have been gone for a long time and you haven't had any loving for a long time. Who would you go to first? Mama Bull, Papa Bull, or Sister Bull?
   Circle the correct answer.

3. There has been a plane crash on the border between Canada and the United States. There are six survivors. Where would you bury them?
   Circle the correct country.

4. Write the word Vote.

5. You are the pilot of an airplane which is flying between New York and Chicago. There are 150 passengers on board. The carpeting of the plane is done in royal blue and the seats are upholstered in red. The hostesses have just finished serving lunch and everything has gone well. The pilot's wife is two years younger than he is and the co-pilot's wife is six years younger than the pilot's wife. How old is the pilot?

Will People Enjoy Listening to Me?

Effective voice quality includes several things besides the sound of your voice. Do you speak loud enough for people to hear you? Across the room, as well as across the table? Using breath control, together with increasing the volume of sound can help, if this is your problem. Do you have lazy lips, jaws, or tongue? If these parts of your speaking apparatus barely move, your voice will not be clear. You may put people to sleep if they cannot hear you, or if you speak in a dull, lifeless monotone.

Practice the following phrases in front of a mirror, or with partners so you can check each other.

Practice Phrases

(Jaw)	Able, round. How now, brown cow. Yell and yell for help.
(Lips)	Peter Piper picked a peck of pickled peppers. Hippety hippety hop hop hop. A friend in need is a friend indeed.
(Tongue)	Thirty thousand thick, thick thistles. Theo's thin thermos. She sells seashells by the seashore.

Reading Paragraph

(Read with expression, pausing for effect and raising the voice.)

Peter P. Piper's boss, an easily excitable old man, once sent Peter out to the garden to pick a peck of pickled-peppers. Old man Pipple-Snickle told Peter to be especially careful when crossing Theo's field.

"Those thirty thousand thick, thistles will get caught in your pants legs, and then where will you be, Peter P. Piper?"

"Ha," Peter laughed brightly. "I'll hippety hippety hop hop hop, or I'll yell and yell for help. But never fear, Mr. Pipple-Snickle, a friend in need is a friend indeed, and Peter P. Piper will pick your peck of pickled peppers, or you can send me to sell seashells by the seashore, along with Sally Sue Simpleton."

Chapter 2. Communication and Self

Instructional Objectives

At the conclusion of this unit, the student will be able to

perform the following objectives:

1. Analyze how a person's grooming habits communicate messages
    to others.

2. Understand the role of physical appearance in relationship
    to self image.

3. Recognize appropriate techniques of hair styling, skin care,
    and make-up application to communicate a desired self-image.

4. Identify his personal values and their origins.

5. Produce a collage of symbols that represent his values,
    hobbies, and interests.

6. Increase his level of self-awareness by listing his personal
    strengths and weaknesses.

7. Practice self-disclosure by sharing himself with another
    student.

8. Understand assertive behavior through application of its
    five principles.

Content Outline

I. Physical Appearance
   A. Grooming Communicators
      1. Interpretations
      2. Influences on Self Image

   B. Instructional Workshop

II. Values
   A. Identification of Personal Values and their Origins

   B. Relationship to Behavior

III. Self Concept
   A. Identification of Self

   B. Recognizing Personal Strengths and Weaknesses

   C. Acceptance of Self

IV. Self-Disclosure
   A. Definition

   B. Benefits and Risks

V. Assertiveness
   A. Definition

   B. Principles for Increasing Assertiveness
      1. Analyze Assertive Behavior of Others
      2. Analyze Own Behaviors
      3. Record Own Behaviors
      4. Rehearse Assertive Behaviors
      5. Practice Assertive Behaviors

Learning Activities

I. Physical Appearance
    A. Textbook Reading

    B. Lecture

    C. Instructional Workshop: Presentation by guest speaker
                                    from a local school of cosmetol-
                                    ogy on techniques of hair styl-
                                    ing, skin care, and make-up
                                    application.

II. Values
    A. Lecture

    B. Assignment: Have students list ten of their
                                   values and identify the origin of
                                   each. Have students then iden-
                                   tify how those values are mani-
                                   fested through behaviors.

III. Self Concept
     A. Textbook Reading

     B. Assignment: Have students produce a collage
                                   of symbols representing their
                                   values, hobbies, and interests.

     C. Assignment: Have students make an inventory
                                   of their personal strengths and
                                   weaknesses.

     D. Film: "The IALAC Story"

IV. Self-Disclosure
    A. Lecture

    B. Student Worksheet: "Self-Disclosure Exercise"

V. Assertiveness
    A. Lecture

    B. Assignment: Have students keep a 3 day rec-
                                   ord of personal situations where
                                   assertive behaviors were demon-
                                   strated by them. Share them in
                                   small group discussions.

Resources

I. Physical Appearance
   A. Marion S. Barclay. <u>Teen Guide to Homemaking</u> (New York: McGraw-Hill Book Company, 1972), 64-75.

   B. Ms. Teresa Soleta. Personal Interview. Clinical Instructor, Stewart's School of Hair Styling, Omaha, Nebraska.

II. Values
   A. Connie R. Sasse. <u>Person to Person</u> (Peoria, Illinois: Chas. A. Bennett Co., Inc., 1978), 65-71.

III. Self Concept
   A. Marion S. Barclay. <u>Teen Guide to Homemaking</u>, 41-54.

   B. Film: "The IALAC Story" (Niles, Illinois: Argus Communications, 1974), 20 minutes.

IV. Self-Disclosure
   A. Joseph A. DeVito. <u>The Interpersonal Communication Book</u> (New York: Harper and Row Publishers, 1980), 103-13.

   B. Student Worksheet: "Self-Disclosure Exercise."

V. Assertiveness
   A. Joseph A. DeVito. <u>The Interpersonal Communication Book</u>, 118-28.

Name _____   Period _____

Self-Disclosure Exercise

Finish each of the following open-ended statements as quickly

as you can with your first impression.   Then share your answers with

your partner.   You may omit questions that you feel uncomfortable

about answering or sharing.

1.   My age is . . .
2.   My favorite TV program is . . .
3.   My favorite thing to do is . . .
4.   Arguments are caused by . . .
5.   My temper is . . .
6.   One of the things I look for in a friend is . . .
7.   A "put down" makes me feel . . .
8.   I hate it when my friends . . .
9.   I feel most relaxed when . . .
10.   The most terrible thing a friend did to me was . . .
11.   My parents are . . .
12.   I enjoy my family when . . .
13.   I wish my family were . . .
14.   When I get angry I . . .
15.   I feel uncomfortable at home when . . .
16.   My most embarrassing moment was . . .
17.   The way I feel about myself is . . .
18.   I worry about . . .
19.   What my family needs most is . . .
20.   I am a lovable and capable person because . . .
21.   My feelings were hurt the most when . . .
22.   The best feeling I ever had was . . .
23.   One of the most interesting experiences that I ever had was when . . .
24.   The biggest mistake I made was . . .
25.   One thing I want to change in my life is . . .

Chapter 3. Communication and the Family

Instructional Objectives

At the conclusion of this chapter, the student will be able

to perform the following objectives:

1. Analyze how the communication patterns and practices in today's families differ from yesterday's families.

2. Apply each of the seven "c's" of family living to his family situation.

3. Compare and contrast the responsibilities of being a parent or a son/daughter.

4. Identify similarities and differences between problems of middle age and adolescence.

5. Explain the role of communication in sibling relationships.

6. Analyze how communication affects family crisis situations.

Content Outline

   I. Understanding Today's Families
      A. The Traditional Family

      B. The Changing Family

  II. Improving Family Relationships
      A. Identification of Conflict Situations

      B. Use of Seven "C's" of Family Living
         1. Cooperationg
         2. Communication
         3. Confidence
         4. Concern
         5. Commitment
         6. Companionship
         7. Consideration

 III. Understanding Parents
      A. Responsibilities of Parenting
         1. Physical
         2. Emotional

      B. Responsibilities of Being a Son/Daughter
         1. Physical
         2. Emotional

      C. Similarities between Problems of Middle Age and Adolescence

  IV. Understanding Siblings
      A. Sibling Rivalry

      B. Siblings as Friends

   V. Family Crises
      A. The Role of Communication in Family Crises
         1. Divorce
         2. Step-parenting
         3. Chemical Dependency
         4. Other Problems

      B. Role of Human Services

Learning Activities

I.   Understanding Today's Families
     A.   Film: "The Changing Family"

     B.   Assignment: Have students write a one-page
                                       report on "Families--Yesterday
                                       and Today."

II. Improving Family Relationships
     A.   Textbook Reading

     B.   Assignment: Have students define each of the
                                       seven "c's" of family living and
                                       apply it to their family situ-
                                       ations.

III. Understanding Parents
     A.   Lecture

     B.   Textbook Reading

     C.   Class Discussion: Topics: 1) The Problems of
                                       Parenting Teenagers; and 2) The
                                       Problems Teenagers have with
                                       Parents.

     D.   Small Group Discussion: Topic: The Responsibilities of
                                       Being a Parent or a Son/Daughter.

IV. Understanding Siblings
     A.   Lecture

     B.   Role Play: Divide class into small groups.
                                       Have each group devise a conflict
                                       situation with two different res-
                                       olutions between siblings. Act
                                       out in front of class. Discuss
                                       the skits use of: 1) harmful com-
                                       munication, and 2) helpful
                                       communication and how it affected
                                       the resolutions.

     C.   Panel Discussion: Select five students to form a
                                       panel discussion on "How Brothers
                                       and Sisters Can Get Along Better."

V. Family Crises
    A. Guest Presentation: Presentation from guest speaker
                               on "The Role of Communication in
                               Family Crises."

    B. Game: Have students write down a family
                               problem on a sheet of paper and
                               turn in. Teacher reads them
                               aloud, encouraging discussion and
                               group problem-solving.

Resources

I. Understanding Today's Families
    A. Film: "The Changing Family" (New York: Parent's Magazine,
        Inc., 1978), 15 minutes.

II. Improving Family Relationships
     A. Marion S. Barclay. Teen Guide to Homemaking (New York:
         McGraw-Hill Book Company, 1972), 34-39.

III. Understanding Parents
      A. Connie R. Sasse. Person to Person (Peoria, Illinois:
          Chas. A. Bennett Co., 1978), 224-229.

      B. Marion S. Barclay. Teen Guide to Homemaking, 100-105.

IV. Understanding Siblings
     A. Connie R. Sasse. Person to Person, 227-29.

     B. Audrey Palm Riker. Teacher's Guide for Me: Understanding
         Myself and Others (Peoria, Illinois: Chas. A. Bennett Co.,
         1977), 35-36.

     C. Ibid.

V. Family Crises
    A. Mr. Ralph Simons. Personal Interview. Marriage and
        Family Therapist, Director of Simons Institute, Omaha,
        Nebraska.

Chapter 4. Communication and Others

Instructional Objectives

At the conclusion of this chapter, the student will be able to perform the following objectives:

1. Identify various kinds of relationships in his life.

2. Analyze the various stages in conversation development.

3. Discuss reasons why friendships are important.

4. Explain factors that influence friendship selection.

5. Describe personal characteristics that contribute to satis- fying friendships.

6. Analyze how the role of communication contributes to friend- ship development.

7. Use the conflict resolution process in solving a personal conflict in his life.

8. Give an example of how to become more popular in a way that will enhance self-growth and maturity.

Content Outline

I. Kinds of Relationships
    A. Acquaintances

    B. Family and Relatives

    C. Friendships

II. Development of Social Skills
    A. Conversational Skills
        1. Opening Remark
        2. Searching for a Topic
        3. Keeping the Conversation Flowing
        4. Closing Remarks

    B. Questioning
        1. Open-ended
        2. Closed

III. Friendship Development
    A. Reasons for Friendship
        1. Emotional Needs
        2. Physical Needs

    B. Factors Influencing Friendship Selection
        1. Proximity
        2. Similarity of Backgrounds
        3. Shared Interests and Experiences

    C. Factors Affecting Friendship Development
        1. Personality Characteristics
        2. Behaviors

    D. The Role of Communication in Friendships
        1. Supportive Behaviors
        2. Self-Disclosure

IV. Conflicts in Relationships
    A. Identification of the Conflict

    B. Confrontation

    C. Resolution of the Conflict

V. Understanding Popularity
    A. Definition

    B. Factors Affecting Popularity

    C. Procedures for Change

Learning Activities

I. Kinds of Relationships
    A. Class Discussion

    B. Assignment: Have students bring pictures of
                                       relationships from personal snap-
                                       shots, magazines, newspapers,
                                       etc. Assemble these on a bulletin
                                       board entitled "You and Your Re-
                                       lationships."

II. Development of Social Skills
    A. Lecture

    B. Film: "Conversational Techniques"

    C. Assignment: Have students listen and analyze
                                       a five-minute taped conversation.
                                       Close attention should be given
                                       to the types of questions heard.
                                       Share observations in class.

III. Friendship Development
     A. Class Discussion

     B. Assignment: Divide class into small groups.
                                       Have each group make a list of
                                       personality traits they look for
                                       in a friend.

     C. In-Class Reading: "Getting Along with Others"

     D. Assignment: After reviewing supportive behav-
                                       iors and self-disclosure, have
                                       students list specific behaviors
                                       that contribute to satisfying
                                       friendships.

IV. Conflicts in Relationships
    A. Lecture

    B. Assignment: Have students write about a con-
                                       flict in a relationships that
                                       they had. Solve the conflict
                                       using the various steps as cov-
                                       ered in lecture.

V. Understanding Popularity
   A. Lecture

   B. Textbook Reading

   C. Assignment: Divide students into small groups.
                                     Have each group make a list of
                                     factors that contribute to popu-
                                     larity. Compare lists.

   D. Assignment: Have students suggest ways in
                                     which their popularity could be
                                     increased in such a way that en-
                                     hances self growth and maturity.

Resources

I. Kinds of Relationships
   A. Connie R. Sasse. Person to Person (Peoria, Illinois:
      Chas. A. Bennett Co., Inc., 1978), 108-112.

II. Development of Social Skills
    A. Teacher's Guide to Developing Social Skills: Conversation-
       al Techniques (New York: Human Relations Media, 1980),
       2-18.

    B. Film: "Conversational Skills," Ibid., 20 minutes.

III. Friendship Development
     A. Marion S. Barclay. Teen Guide to Homemaking (New York:
        McGraw-Hill Book Co., 1972), 78-85.

     B. Pamphlet: "Getting Along with Others" (Fairfield, New
        Jersey: The Economics Press, 1971).

IV. Conflicts in Relationships
    A. Joseph A. DeVito. The Interpersonal Communication Book
       (New York: Harper and Row Publishers, 1980), 452-58.

V. Understanding Popularity
   A. Marion S. Barclay. Teen Guide to Homemaking, 22-3.

   B. Audrey Palm Riker. Teacher's Guide to Me: Understanding
      Myself and Others (Peoria, Illinois: Chas. A. Bennett
      Co., Inc., 1977), 41-2.

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Richmond, B. O. and Dalton, J. L. "Teacher Ratings and Self Concept: Reports of Retarded Children," Exceptional Children XXXX (1973), pp. 178-183.

Rubin, Rosalyn A., Dorle, Jeanne, and Sandidge, Susanne. "Self Esteem and School Performance," Psychology in the Schools, XIV (October, 1977), pp. 503-506.

Trowbridge, N. "Effects of Socio-Economic Class on Self Concept of Children," Psychology in the Schools VII (1970), pp. 304-306.

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Heun, Linda R. "Speech Rating as Self-Evaluative Behavior: Insight and the Influence of Others." Unpublished Doctoral Dissertation, Southern Illinois University, 1969.

Yanoff, Stephen G. "A Study to Investigate the Relationship between Speech Proficiency and Self Concept." Unpublished Doctoral Dissertation, East Texas State University, 1976.