

# Chapter 10

**“The most basic of all human needs is the need to understand and be understood, The best way to understand people is to listen to them.”**

**Ralph Nichols**

## The 3 Cs:

**Communication**

**Conflict Management**

**Collaboration**

### Degrees of Learning:

1. Evaluate your communication skills.
2. Learn what it means to be an authentic listener.
3. Learn about your personal style for managing conflict.

### How Well Do You Communicate?

Have you ever noticed a difference between conversations that go smoothly, versus conversations where you or someone else gets frustrated? Can you recall a conversation when you felt you could really trust what the person was saying, or a time when you were in a conflict with a friend, but you weren't quite sure how the conflict started?

Clear communication is an important life skill that will help you in all aspects of your life. Individuals who have effective communication skills tend to be more successful in school, in their relationships,

in their work, and in their life. Effective communication skills are also important for resolving conflicts. And effective communication skills help groups of individuals successfully work together towards achieving common goals.

In this chapter, you will learn about communication, with a focus on a very important aspect of communication -- listening. You will also learn about conflict resolution, and about methods for being an effective collaborator.

**Let's begin!**

### Tools for Life:

1. Develop effective communication skills.
2. Practice authentic listening skills.
3. Learn different conflict resolution methods.



# Reflect

1. What do you think it means to be an effective communicator?

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2. Who in your life do you enjoy talking with the most? \_\_\_\_\_

Why?

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3. Who in your life do you struggle to communicate with? \_\_\_\_\_

Why?

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4. Think of someone in your life who uses effective communication skills to resolve conflict.

Write the person's name here: \_\_\_\_\_

Describe a situation.

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What did this person say that resolved the conflict?

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## What Is Communication?

We communicate to share information or ideas. We have many methods of communication available to us: talking with others face-to-face, texting, phone, email, and sending letters. And though we are often focused on the information in our conversations, we also convey our attitudes and our values by what we don't say. Effective communication goes beyond sharing accurate and clear information; it also depends on awareness of nonverbal body language such as stance, breathing and gestures, as well as skillful listening.

### Nonverbal Communication: Paying Attention to Cues

Have you ever been in a conversation where people say one thing but seem to mean something else? Can you think of a time when you talked with a friend whose words said that everything was okay, but in your gut you felt that something was wrong? In all of our conversations we communicate our meaning through our words, body stance, eye contact, gestures, and tone of voice (saying "yes" to a parent's request with a cheerful tone is very different from saying "yes" with a grumpy tone). Being able to recognize and interpret nonverbal cues will help you become a more successful communicator.

### Let's Practice



Directions: Find a partner for this activity and choose a person A and a person B.

The phrase "I'm not mad," can be interpreted different ways.

Person A: Say the phrase three times "I'm not mad" but use different verbal tones, body gestures, and eye contact to mean something different each time. For example, you could say the words "I'm not mad" but with a smile, then repeat it with a frown and your hand on your hip. Then repeat it in a whisper looking down on the floor.

Person B: Each of the three times try to figure out what person A's unspoken feelings or thoughts are, underneath their words.

Person B: Your turn to say "I'm not mad" three times to your partner, changing *how* you say it each time.

Person A: Each of the three times, try to figure out what person B's unspoken feelings or thoughts are, underneath their words.

How accurate were you in reading your partner's nonverbal cues?

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## Authentic Listening

Effective communication is not only about how you share information with others, but it is also about how well you listen to what is being said. Recall a time when you had a conversation that felt one-way; when one person seemed to do all of the talking. Sometimes one-way conversations (one person talks, the other person listens) are necessary, but in most day-to-day conversations, shared talking and shared listening works best. Becoming an authentic listener takes practice. In this chapter, you will learn methods for becoming an authentic listener. But first, let's assess your listening skills.



### Quiz: Assess Your Understanding of Authentic Listening (Answers at the End of the Chapter)

<b>Authentic listeners know what the speaker is saying and can complete the speaker's sentences.</b>	True	False
<b>Authentic listening is done with your entire body.</b>	True	False
<b>Most people are authentic listeners.</b>	True	False
<b>Authentic listeners only pay attention to what the speaker is saying.</b>	True	False
<b>An authentic listener focuses on facts, not ideas.</b>	True	False
<b>It is important for the listener to refrain from interjecting his or her own thoughts and opinions.</b>	True	False
<b>People with hearing loss can't be authentic listeners.</b>	True	False
<b>Authentic listening is all about being quiet.</b>	True	False
<b>Authentic listening comes naturally to most people.</b>	True	False
<b>Hearing is the same as listening.</b>	True	False
<b>Authentic listeners ask speakers clarifying questions.</b>	True	False

## Authentic Listening Skills

Effective communication often requires active listening. When you are actively listening, you are engaged in the conversation, and what you say (your contributions to the conversation) is based on what the other person has said. By contrast, when you are passively listening, you are hearing what's being said, but you're not particularly engaged. Rather, you are waiting for the other person to stop talking so that you can state your point.



As an example of passive listening, consider the following classroom scenario: the teacher asks a question, students hands go up in the air, and one-by-one the teacher calls on each student to share his or her thoughts. No one comments on one another's ideas. Each student waits passively for his or her turn to speak, rather than actively, or authentically engaging in the discussion.

When you are authentically listening, you **C.A.R.E.** about what people say.

For example, you could say to the speaker: "It sounds like you feel \_\_\_\_\_ (state the emotion; see the Emotions Word List on page 114) when you said \_\_\_\_\_ (reflect back to the speaker what he or she said)."

### **C:** Concentrate

Active listeners concentrate on what the speaker means. Active listeners face the speaker. They pay close attention to the speaker's body language and gestures, whether they make eye contact (or not), and other non-verbal messages. They stay focused on the speaker and are not distracted by what's going on around them.

### **A:** Acknowledge

Active listeners let the speaker know they are listening by nodding their heads, and occasionally saying "uh huh." (or yeah, yeah, yeah!). They also ask questions to clarify things they don't understand. They face the speaker and maintain friendly eye-contact.

### **R:** Restate

Active listeners restate what was said. They use phrases such as "So what you're saying is ...", "What I am hearing is ..." This gives the speaker a chance to restate or rephrase what they said to help you understand better what they mean. Good clarification questions are "What did you mean when you said ..." or "I am not sure I understand what you mean ..." This shows the speaker that you are interested in what they are saying and that you want to avoid any miscommunication. The step of restating what you are hearing also supports the speaker in gaining clarity about how they feel.

### **E:** Empathize

Active listeners empathize with the speaker (see page 44 for a review of empathy). They try hard to understand the speaker's point of view. This does not mean agreeing with the speaker. It means setting aside personal opinions long enough to develop an understanding of what the speaker is saying. Empathizing with the speaker also means understanding how the speaker feels.

## Activity: Authentic Listening

Directions: Form groups of three to four. Choose one of the starter questions below. Discuss for 10 minutes.

1. Who in your life is an authentic listener? How do you know they are listening? How does it feel to be listened to by this person?
2. How well do you listen? What are you thinking about when someone else is talking?
3. When someone says, "You're not listening to me!" What else might they be feeling, thinking, or needing?
4. How can inauthentic listening skills impact a friendship or relationship?

### Guides for Authentic Listening

1. Be okay with silence. Give the speaker time to finish his or her thoughts. If the speaker pauses, let them think through what they are saying.
2. Be open to letting the conversation go where you might not have expected. Don't try to control the conversation.
3. Ask questions that encourage a deeper response: How, Why, or What questions.



Did you include the above three guides during your 10 minute group discussion? Which guide was the easiest to include? Which guide was more challenging?

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### Let's Practice

Directions: Form groups of three; one person is the speaker, the second person is the listener, the third person is the recorder.

**Speaker:** Select a topic from the list on the next page (page 147). Begin talking (about this topic) as if you had just met a new friend (the listener). Have this conversation for three to four minutes.

**Listener:** As the role of 'friend' in this conversation, be an authentic listener. As an authentic listener, you ask questions, rephrase what you've heard, empathize with the speaker's feelings (when you empathize, you are focused on the speaker's experience rather than your opinions about what the speaker is saying), and refrain from interrupting. Also pay attention to your body language and remember to face the speaker.

**Recorder:** Your job is to watch and listen to the conversation. Write down things that indicate that the speaker is listening. For example,

- Is the listener maintaining natural eye contact?
- Is the listener focused on the conversation?
- Is the listener rephrasing what the speaker is saying?
- Is the listener asking questions?

**Recorder's notes:**

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Let's practice: At the end of three to four minutes, reflect as a group on the conversation.

Listener: What was most challenging in being an authentic listener?

Speaker: Did you feel heard?

Recorder: What did you notice? What nonverbal body language did you observe in both the listener and the speaker?

Rotate through until each person has been a speaker, listener, and recorder. Share as a whole group.

**Suggested Discussion Topics**

Goals for yourself

1. A conflict in your life
2. A pet peeve -- something that your friends do that annoy you
3. A pressure or stress in your life
4. A favorite hobby
5. A family tradition
6. A topic that is of interest to you



## Communication and Conflict

### How Does Conflict Enter into Communication?

As you just learned in the previous exercise, authentic listening provides opportunities for clear communication. Consider what happens in conversations when the listener is not focused on what the speaker is saying, is not asking questions or rephrasing the speaker's statements, or is so judgmental that the speaker's words are not truly understood. Any of these circumstances can lead to misunderstandings or hurt feelings, which if not addressed or corrected, can lead to unresolved conflict. Conflict in conversations is not always bad. In fact, conflict is quite normal, and natural. However, if the conflict is not addressed in the conversation, then either the listener or the speaker may walk away hurt, angry, or confused.

For example, consider Ms. Adams, a History teacher. Ms. Adams cares about all of her students, wants her students to succeed and believes they have the ability to do high quality work. One student in particular, Robert, shows promise. However, he often receives low grades on his class assignments. Ms. Adams believes that Robert can improve in his classwork, but every time she approaches Robert with suggestions on how to improve, he just quietly listens and doesn't respond. Ms. Adams feels frustrated because she believes in Robert and doesn't feel like she is communicating with him. Robert wants to do better, but he doesn't have much confidence in his ability as a student. He doesn't feel that Ms. Adams cares about him, and every time she talks with him about his work, he feels harshly judged. All he wants to do is end these conversations and go home. He knows he needs to do better work, but he just doesn't believe that he can.



For Ms. Adams and Robert to address their conflict, what questions would each person need to ask? What are the misunderstandings that each person has about the other? How can this conflict be resolved?




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### How Do You Handle Conflict?

There are different ways to deal with conflict. Many of us react to conflict out of habit. Sometimes we let our emotions cloud our ability to think carefully about how to resolve the conflict. Other times we may walk away from a conflict and never attempt to resolve it. Learning to work with conflict is an important communication skill and one that you can master.



## Managing Conflict Quiz

Directions: In the following activity, you will learn more about how you manage conflict. Answer each question as honestly as you can.

	1=Rarely	2=Sometimes	3=Frequently	4=Always
1. When I am in an argument, I say very little. I just want to get out of there!	1	2	3	4
2. I try hard to meet other people's expectations.	1	2	3	4
3. If I'm in a situation where we just can't agree, I am willing to meet halfway.	1	2	3	4
4. In conflict situations, I try to see both sides even if I agree more with one side.	1	2	3	4
5. In a conflict situation I would rather agree with the other side and move on.	1	2	3	4
6. During conflict, I like to gather as much information as I can and keep the lines of communication open.	1	2	3	4
7. Conflict challenges me; I actually enjoy the battle of wits in a disagreement.	1	2	3	4
8. I use conflict to explore the issues collaboratively, in order to find a solution that works for everyone.	1	2	3	4
9. I try to negotiate during conflict; I use a give-take method to conflict resolution.	1	2	3	4
10. I like to argue my case and insist that my point of view is valid.	1	2	3	4
11. Conflict with other people generally makes me uncomfortable and uneasy.	1	2	3	4
12. The opinions and wishes of my friends and family are important; I accommodate them when I can.	1	2	3	4
13. I keep feelings to myself to avoid hurting other people's feelings.	1	2	3	4
14. I may not get what I want, but it's not as important as keeping the peace.	1	2	3	4
15. I figure out what needs to be done, and I am usually right.	1	2	3	4

Here's how to score your answer:

Collaborative: Add up your answers to #4, #6, and #8: Total \_\_\_\_\_

Competitive: Add up your answers to #7, #10, #15: Total \_\_\_\_\_

Accommodating: Add up your answers to #2, #12, #14 Total \_\_\_\_\_

Avoiding: Add up your answers to #1, #11, #13 Total \_\_\_\_\_

Compromising: Add up your answers for #3, #5, #9 Total \_\_\_\_\_



Below are descriptions of each conflict management styles, including pros and cons.

**Collaborative**

*“Two heads are better than one.”*

A collaborative style welcomes opinions and differences from everyone. Individuals who collaborate allow everyone to identify the main conflict or concern and to agree on methods for resolving the conflict. This method is not about winning. This method minimizes negative feelings in any one person.

**Pros of this style:**

- Maintains good relationships
- Builds commitment
- Creates trust
- Fosters a win/win for all parties

**Cons of this style:**

- Takes more time to resolve conflicts
- Takes energy and commitment from everyone

**Competitive**

*“It’s my way or the highway.”*

Individuals who are competitive put their own interests first. Conflict is viewed as "I win! You lose!" Sometimes, but not always, competitive individuals are aggressive when they communicate. They attempt to control the conversation or situation.

**Pros of this style:**

- Drives to complete goals
- Increases self-assertiveness

**Cons of this style:**

- Can create hostility
- Can create disconnection

**Accommodating**

*“Have it your way.”*

Individuals who are accommodating will give in and try to smooth things over. They put their own needs last over the needs of others. They believe that maintaining good relationships is much better than "being right" or "winning."

**Pros of this style:**

- Maintains relationships
- Reduces initial conflict

**Cons of this style:**

- Can cause resentment by always putting one's needs last, which can add to conflict down the road

**Avoiding**

*“I don’t want to deal with it.”*

Individuals who avoid conflict will do whatever they can to not get involved. They are non-confrontational and have a negative view of conflict. They may think, "If I don't get involved, the problem will go away." However, by completely ignoring conflict, often the problem gets worse.

**Pros of this style:**

- Minimizes escalation (initially)

**Cons of this style:**

- Issues remain unresolved
- Difficulties are postponed and possibly made worse
- Can lead to decreased self-assertiveness and self-trust

**Compromising**

*“Let’s meet halfway.”*

Individuals who compromise achieve their interests some of the time. They reduce conflict by meeting others half-way, or finding a middle ground. They may not always fully see the other's point of view.

**Pros of this style:**

- Leads to a possible solution in the face of persistent disagreement
- Distributes the power equally

**Cons of this style:**

- Decreases incentives to empathize with the other person; to really see the other person's point of view
- Can overlook alternative productive solutions

## Activity: Approaches for Managing Conflict

You may find that you prefer to use one of the above methods for dealing with conflict. But to be skilled in managing conflict, different approaches might apply to different circumstances.

Directions: For each scenario below, write how you would normally react, and the positive and negative results associated with your reaction. Next, consider a better reaction and associated positive and negative results.

Scenario	Reaction	Outcome	
Your friend wants you to smoke pot with her after-school. You don't want to smoke pot.	I would normally react this way:	Positive Results:	Negative Results:
	A better way to react would be:	Positive Results:	Negative Results:
Your teacher accuses you of cheating. You did not cheat.	I would normally react this way:	Positive Results:	Negative Results:
	A better way to react would be:	Positive Results:	Negative Results:
Your sister borrowed some of your clothes without asking. Now one of your shirts is ripped.	I would normally react this way:	Positive Results:	Negative Results:
	A better way to react would be:	Positive Results:	Negative Results:
You studied hard for your test and thought you deserved a better grade.	I would normally react this way:	Positive Results:	Negative Results:
	A better way to react would be:	Positive Results:	Negative Results:

## Further Approaches for Handling Conflict

1. Know yourself. Reflect on how you experience conflict:
  - How often are you in conflict?
  - Do you take personal responsibility for how you handle conflict, or do you blame others every time you experience conflict?
  - How do your emotions guide your response when in conflict?
  - How do your values inform your decisions on how to handle conflict?
  
2. Anticipate potential conflict situations. Knowing ahead of time that you are entering into such situations and knowing how to handle them will help you deal with conflict more effectively.

3. Remember --- STOP PAUSE REFLECT (see page 122) if you find yourself in conflict, and you are not quite sure what to do.
  
4. Not all conflict can be instantly resolved. Sometimes the process of repairing hurt feelings or lessening someone's anger takes time.
  
5. Be an authentic listener.
  
6. Think collaboratively and work together.



### Communication, Conflict, and Collaboration: Bringing It All Together

Directions: For this next task, get into groups of four. For the next 10 minutes, your job as a group is to answer the below questions on collaboration. Have one person volunteer to be the observer and recorder. This person's job is to listen to the group's conversation (do not participate in the discussion) and record the group's discussion. Remember to pay attention to words, body language, listening and conflict.

At the end of the 10 minutes, the recorder will report to the class the group's answers to the below questions. The recorder will also report on the group's collaborative process: What worked well, what didn't work so well, what could have been done differently?

<b>What is the goal of collaboration?</b>	
<b>What skills make you a good collaborator?</b>	
<b>What does good collaboration look like?</b>	
<b>What are the values of a group that successfully collaborates?</b>	

What worked? \_\_\_\_\_

What didn't work? \_\_\_\_\_

What could have been done differently? \_\_\_\_\_

## Tips on Successful Collaboration

1. Listen first; share your opinions and thoughts second.
2. Seek common goals and objectives when working in a group setting.
3. Be open to others' ideas and perspectives.
4. Commit to working together.
5. Communicate effectively, using **C.A.R.E.** listening techniques.
6. Work through conflict.

### In Summary

1. Effective communication is more than just your words. You convey meaning through what words you choose, your attitude in your body language and verbal tone.
2. Authentic listening skills are very important for effective communication.
3. Use your effective communication skills to resolve conflicts when they arise; try to avoid letting conflicts get worse by ignoring them.
4. Collaboration is a valuable skill in working with others.

### Reflection

Choose one of the questions below.

1. What are the three most important ideas that you learned about resolving conflict?
2. If you were going to teach others about how to become authentic listeners, what three tips would you share with them?
3. You have been asked to form a team of individuals to collaborate on a project. What are the three most important ideas you can share with this group about successful collaboration?

Write your response here:

## Quiz Answers

**Authentic listeners know what the speaker is saying and can complete his or her sentences.**

**False:** An authentic listener gives the speaker plenty of time to complete his or her thoughts. They don't try to guess what the speaker is going to say. They wait, ask questions and rephrase what they hear.

**Authentic listening is done with your entire body.**

**True:** Authentic listeners use ears and brain to listen. At the same time, they manage posture, eye contact, breathing, and head and hand gestures.

**Most people are authentic listeners.**

**False:** Everyone listens, but not everyone is an authentic listener.

**Authentic listeners only pay attention to what the speaker is saying.**

**False:** Authentic listeners also pay attention to the speakers facial expression, eye contact, and other body gestures.

**An authentic listener focuses on facts, not ideas.**

**False:** Authentic listeners listen for understanding the big picture of what the speaker is saying.

**It is important for the listener to refrain from interjecting his or her own thoughts and opinions.**

**True:** Authentic listening is about understanding someone else; not about interjecting your thoughts, ideas, or opinions.

**People with hearing loss can't be authentic listeners.**

**False:** Individuals who can't hear well with their ears, can still understand what others are saying by paying attention to non-verbal cues such as gestures and mood.

**Authentic listening is all about being quiet.**

**False:** It is helpful to let the speaker talk (without interrupting him or her), but authentic or **C.A.R.E.** listening is interactive.

**Authentic listening comes naturally to most people.**

**False:** Authentic listening is a skill that is developed.

**Authentic listeners ask speakers clarifying questions.**

**True:** Authentic listeners should ask questions to clarify what they heard.



Congratulations! You have moved 150 degrees closer to your goal.

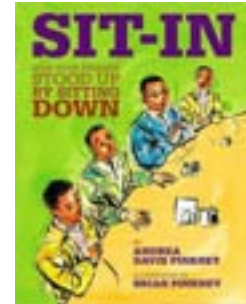
## Enrichment Activities

### Picture Books

#### *Sit-In: How Four Friends Stood Up by Sitting Down*

By Andrea Davis Pinkney

Publisher: Little Brown (2010)



This book looks at the first sit-in in 1963 at the Woolworth's lunch counter in Greensboro, North Carolina. Four college friends, all black, quietly sat at the counter, and ordered coffee and a donut, cream on the side. No one would serve them because of the segregation in the South at that time. More people, both black and white, joined them; then sit-ins sprang up all over the Southern states. In the end, the Civil Rights Act of 1964 was passed, because these students collaborated and communicated their rights to be equal under the eyes of the law.

**Activity 1:** The design of this book incorporates lots of illustrations, but it also includes different type fonts that stand out on each page to highlight quotations from Dr. Martin Luther King, Jr.

Why would a book designer use color and larger type fonts for certain statements and not others?  
Is this an effective tool for authors and illustrators to use?

**Activity 2:** Answer the following questions:

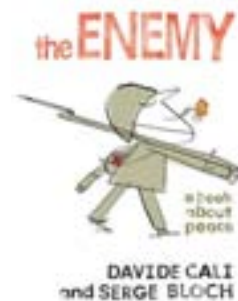
What style of conflict resolution did the students use: collaborative, competitive, accommodating, avoiding, or compromising?

What styles did the police, restaurant employees, customers, and media use? Be sure to cite examples from the text to back up your claim.

#### *The Enemy: A Book about Peace*

By Davide Cali and Serge Bloch

Publisher: Random House (2009)



Two soldiers are in separate foxholes during an unnamed conflict, each waiting for the other, the “enemy”, to strike. Days go by, it’s uncomfortable in the holes, rain comes down, food runs out, the shells fall, and still they don’t have any contact. Each “hates” the other, until, at last, they crawl to each other’s foxhole and find personal items that help them realize that, down deep, they are not so very different after all.

**Activity 1:** When we are in conflict with someone, we often take the view that they must be completely wrong simply because we don't agree with them. This effectively cuts off communication and makes a solution difficult. In this story, the soldiers don't have all the information they need to call for peace, and they have misinformation about what the goals of the other person were. (Continued on next page.)

How often does this happen in everyday life?  
 Has this ever happened to you?

Write about such a time, explaining what you could have done to improve the communication and how you discovered the solution to your problem.

**Activity 2:** If you were to summarize the main point the author is trying to make in this book, what would you say? Cite examples from the text to back up your argument.

### *These Hands*

By Margaret H. Mason and Floyd Cooper  
 Publisher: Houghton Mifflin (2010)



Joseph's grandfather can do anything with his hands: tie a shoe, play the piano, even do card tricks. Grandfather tells Joseph about a time when he couldn't do something with his hands, when the Wonder Bread factory wouldn't let him knead the bread dough because "white people wouldn't want to eat bread that had been touched by these hands." Joseph learns how the union helped organize the workers and they communicated their message so that now everyone can knead the bread in the Wonder Bread Factory.

**Activity 1:** The phrase, "Yes I can" is repeated throughout the story to emphasize what Grandpa can still do with his hands. It becomes a rhythmic chant, along with the oft-repeated refrain, "These hands", that almost makes this story a poem.

Do you like this style of writing?  
 What does it add to the story?

**Activity 2:** In this story of gentle, loving communication between a grandfather and his young grandson, there is a real history lesson. Grandpa talks about how the unions organized so that they could communicate their grievances to the company that employed them. Do some research on the history of unions (if you can find information online about the Wonder Bread strike, that would be great). List five facts about what the union did to help collaborate with workers and their companies that you think no other student will find.



## Nonfiction

### *Six Million Paper Clips:*

#### *The Making of a Children's Holocaust Museum*

By Peter W. Schroeder and Dagmar Schroeder-Hildebrand

Publisher: Kar-Ben Publishing Company (2004)



In 1998, in Whitwell, Tennessee, the kids at the middle school were introduced to the Holocaust in a special class that met after school. This was an attempt to teach diversity to a town where all the students were white, middle-class and Protestant. The class took off, and today there is a Holocaust Museum on the school grounds. This book tells the story of how that happened.

**Activity 1:** So much communication, listening, conflict resolution, and collaboration took place, with so many people around the world, during the building of this project. As you read the story, use Post-It Notes to mark every time these skills were used, leading to a new phase of the project. Compile your Post-It Notes when you are done and write summaries of how these skills helped the museum move forward

### *Three Cups of Tea: One Man's Journey to Change the World, One Child at a Time (Young Readers Edition)*

By Greg Mortenson & David Oliver Relin

Publisher: Dial Books (2009)



In 1993, Greg Mortenson attempted to climb K2 and lost his way on the path back. He was taken in by the people of a small, poor village in Pakistan, and they helped him get back on his feet. When he asked how he could thank them, they said they wanted him to build them a school. He did! And has built over 60 other schools for children, mostly girls, in Afghanistan and Pakistan since that time. This is the story of how he did that.

**Activity 1:** Before you read the book, get an overview of the story by looking at the many photos that appear on its pages. Don't forget to read the captions and the explanations below the photos as well.

What preliminary information can you get from looking at the pictures first?  
How does this help you prepare to read the book?

**Activity 2:** On the back cover of the book, there is a quote about the book by Tom Brokaw that says, "Proof that one ordinary person, with the right combination of character and determination, really can change the world." Think about that in light of everything we have been talking about in terms of values, communication, and collaboration. Write a response to the book when you have finished it. In that response, do some reflective thinking about everything we have talked about so far and how it applies to Greg Mortenson and his amazing life.