

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

IN THE NAME OF ALLAH, THE ALL-MERCIFUL, THE ALL-COMPASSIONATE

Communication Skills and Personal Grooming

9



PUNJAB CURRICULUM AND
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Chapter 1

INTRODUCTION TO COMMUNICATION

Student Learning Outcomes:

After completion of this chapter students will be able to:

- define the concept of communication and its essential and core components.
- analyze the significance of communication in fostering collaboration and achieving objectives.
- evaluate the influence of communication on personal, academic, and professional growth.
- critique the effectiveness of communication in various settings and suggest improvements.
- analyze the function of feedback, noise, and channel selection in the communication process.
- evaluate the impact of barriers to communication on the overall process.
- design a communication process that minimizes noise and enhances clarity.
- differentiate between verbal, nonverbal, and written communication with critical examples.
- compare formal and informal communication in terms of structure, purpose, and appropriateness.
- analyze the strengths and limitations of various types of communication in achieving specific goals.
- apply different types of communication in context-specific scenarios to achieve desired outcomes.
- demonstrate communication strategies that effectively integrate verbal, nonverbal, and written forms for diverse audiences.

Communication is like a two-way street for ideas and information. It is how we share our thoughts, feelings, and needs with others, and how we understand what they are trying to tell us. It is not just about talking; it also includes listening, reading, writing, and even body language like facial expressions and gestures. Whether we are chatting with friends, texting a family member, giving a presentation at school, or reading a book, we are constantly communicating.

Good communication helps us build relationships, solve problems, and learn about the world around us.

This chapter, "Introduction to Communication," is all about understanding what communication is and how it works. We will explore why it is so important in our lives, whether it is at home, at school, or at work. We will look at the basic elements of communication, like who is involved, what messages are sent, and how those messages are received. By the end of this chapter, you will have a solid foundation for understanding the communication process and how to communicate more effectively.

1.1 Definition and Importance of Communication

You probably hear people talking about communication all the time. Everyone needs it and wants it, but what exactly is communication? Let us try to understand it. The word 'Communication' comes from the Latin word *commūnicāre*, meaning 'to share'.

Communication is the process of sharing information, ideas, and feelings with others. It is how we connect with the world and the people around us. This sharing can happen in many ways: through spoken words (talking), written words (writing, texting, emailing), body language (facial expressions, gestures), and even visual aids (pictures, graphs). Think of it as a two-way street: you send a message, and the other person receives it and (hopefully) understands it. Then, they might send a message back to you, creating a conversation. This exchange of information is what makes communication a dynamic process. Essential components of communication include the sender, the message, the channel (how the message is sent, like speech or writing), the receiver, and feedback (the receiver's response).

Communication is incredibly important for so many reasons. First, it helps us build and maintain relationships. Whether it is chatting with friends, discussing things with family, or working with classmates on a project, communication allows us to connect with others and understand their perspectives. This directly relates to fostering collaboration and achieving objectives. When we communicate effectively, we can work together more smoothly, share ideas, and

overcome challenges as a team. Imagine trying to build a robot with your friends without talking to each other – it would be nearly impossible!

Rights	Responsibilities
1. You have the right to be treated with respect.	1. You have the responsibility to treat others with respect.
2. You have the right to have and express your own opinions.	2. You have the responsibility to listen to the opinions of others.
3. You have the right to ask for what you need and want to be effective.	3. You have the responsibility to acknowledge and address the needs of others.
4. You have the right to set reasonable limits.	4. You have the responsibility to respect the limits and boundaries of others.

Table 1.1 : Communication Rights and Responsibilities

Second, effective communication is essential for learning. Teachers share knowledge through lectures and discussions, and students demonstrate their understanding through presentations and written work. Communication is the backbone of education. Third, communication is very crucial for success in the workplace. No matter what career you choose, you will need to be able to communicate clearly and effectively with colleagues, clients, and supervisors. This highlights the influence of communication for professional growth. Think about a doctor explaining a diagnosis to a patient, or a salesperson pitching a product – strong communication is a key.

Finally, communication plays a vital role in our personal lives. It helps us express our needs and wants, resolve conflicts, and build strong, healthy relationships. This emphasizes the impact of communication on personal growth. Being able to communicate your feelings and listen to others is essential for building trust. Without communication, it would be nearly impossible to navigate the world and live fulfilling lives. Learning to communicate well is a skill that will benefit one throughout the entire life – personally, academically, and professionally.

Activity 1.1: Matching the columns

Match the communication component in Column A with its description in Column B.

Column A	Column B
1. Sender	a. The way the message is delivered (e.g., speech, writing, email).
2. Message	b. The response from the receiver, indicating understanding or lack thereof.
3. Channel	c. The person who initiates the communication.
4. Receiver	d. The information, ideas, or feelings being shared.
5. Feedback	e. The person who receives and interprets the message.

1.2 Elements of Communication

Communication is a dynamic process involving several key elements working together. Understanding these elements is crucial for effective communication. Let us break them down:

1. Sender: The sender is the person or entity who initiates the communication. They have an idea, message, or feeling they want to share. The sender's responsibility is to encode the message, meaning they put their thoughts into a form that can be understood by the receiver (e.g., spoken words, written text, gestures).

2. Message: The message is the actual content being communicated. It could be information, an idea, a feeling, or a request. The message needs to be clear, concise, and relevant to the receiver.

3. Channel: The channel is the medium through which the message travels from the sender to the receiver. This could be anything from face-to-face conversation and phone calls to emails, text messages, social media, or even a letter. The choice of channel can significantly impact how the message is received.

4. Receiver: The receiver is the person or entity who receives and interprets the message. Their job is to decode the message, meaning they try to understand

the sender's intended meaning. The receiver's background, experiences, and even their mood can influence how they interpret the message.

5. Feedback: Feedback is the receiver's response to the message. It tells the sender whether the message was understood and how it was received. Feedback can be verbal (e.g., asking questions, agreeing or disagreeing) or non-verbal (e.g., nodding, smiling, frowning). Feedback is essential for completing the communication loop and ensuring understanding.

6. Noise: Noise refers to anything that interferes with or distorts the communication process. It can be physical (e.g., loud music, a bad phone connection), psychological (e.g., distractions, biases, emotions), or semantic (e.g., using jargon the receiver doesn't understand). Noise can hinder the message from being received accurately.

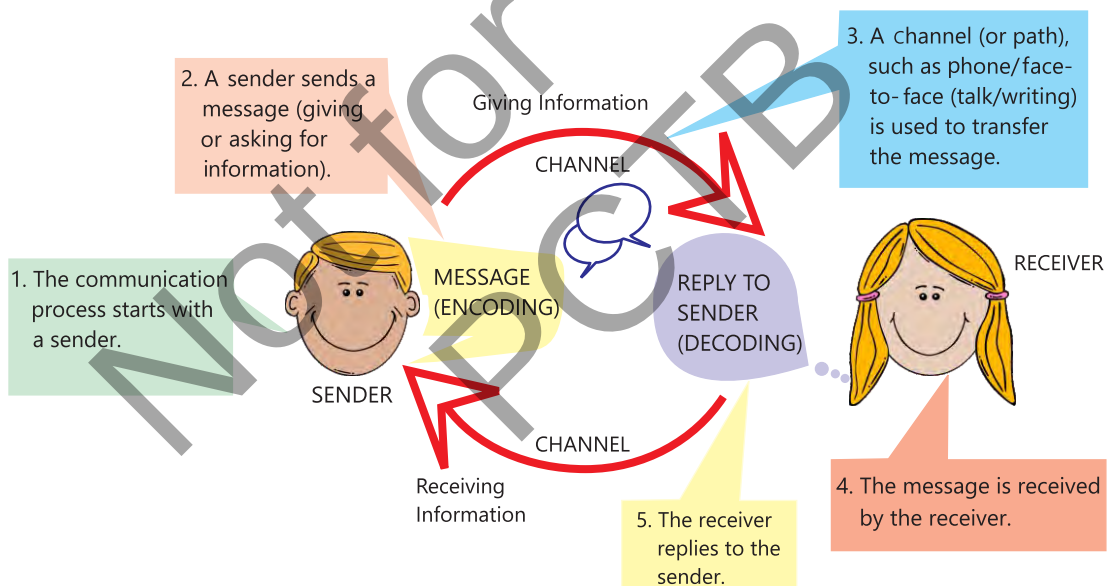


Figure 1.1: Elements of Communication

These elements are interconnected. The sender chooses a channel to transmit a message to the receiver. The receiver provides feedback, which becomes a message itself, potentially making the original receiver the new sender. Noise can disrupt any part of this process.

1.3 Types of Communication

Communication comes in various forms, each with its own strengths and weaknesses. Understanding these different types is essential for effective communication in various situations. We will explore three main categories: verbal, non-verbal, and written communication shown in Figure 1.2, as well as the distinction between formal and informal communication.

1. Verbal Communication: This involves the use of spoken words. It is the most common form of communication and allows for immediate feedback and interaction. Verbal communication can be face-to-face, over the phone, or through video calls. *Example:* a classroom discussion, a job interview, a casual chat with friends



Figure 1.2: Types of Communication

2. Non-Verbal Communication: This encompasses all forms of communication that do not involve spoken words. It includes body language (facial expressions, posture, gestures), tone of voice, eye contact, and even appearance. Non-verbal cues often convey more meaning than words themselves, and they can either support or contradict verbal messages. *Example:* smiling to show friendliness, crossing your arms to indicate defensiveness, maintaining eye contact to show attentiveness

3. Written Communication: This involves the use of written words to convey a message. It includes emails, letters, reports, articles, and social media posts. Written communication allows for a more formal and documented record of the message. *Example:* writing a formal letter of complaint, sending an email to a teacher, posting on a blog

Formal vs. Informal Communication

Formal Communication: This type of communication follows established rules and protocols. It is typically used in professional or academic settings and is characterized by a structured format, precise language, and a respectful tone.

Example: a business presentation, a research paper, a formal letter

Informal Communication: This type of communication is more casual and relaxed. It is typically used in personal settings or among close acquaintances. Informal communication often involves slang, colloquialisms, and a less structured format. *Example:* texting a friend, chatting with family, casual conversations

Type of Communication	Strengths	Limitations
Verbal	Immediate feedback, dynamic, flexible	Can be easily misunderstood, fleeting, no record
Non-verbal	Conveys emotions, often more believable	Can be ambiguous, culturally dependent
Written	Formal record, allows for careful thought	Lacks immediate feedback, can be impersonal
Formal	Professional, structured, documented	Can be slow, less personal
Informal	Fast, personal, builds rapport	Can be unprofessional, prone to misunderstandings

Table 1.2 : Strengths and Limitations of Different Communication Types

Integrating Communication Types: Effective communication often involves a combination of verbal, non-verbal, and written communication. For example, a teacher might give a verbal lecture (verbal), use visual aids like slides (written/visual), and maintain eye contact with students (non-verbal) to enhance understanding.

Applying Communication in Context: The best type of communication to use depends on the specific situation and the desired outcome. A formal letter is appropriate for applying for a job, while a text message might be better for coordinating plans with friends. Understanding your audience and the context is key to choosing the right communication strategies.

EXERCISE

A. Choose the most appropriate answer.

1. Encoding a message means:

- (a) receiving a message
- (b) putting thoughts into a communicable form
- (c) decoding a message
- (d) ignoring a message

2. Which channel might be used for written communication?

- (a) face-to-face conversation
- (b) email
- (c) tone of voice
- (d) body language

3. Feedback in communication is:

- (a) the sender's message
- (b) the receiver's response
- (c) noise
- (d) the channel used

4. Which is a strength of written communication?

- (a) immediate feedback
- (b) permanent record
- (c) personal touch
- (d) dynamic interaction

5. Effective communication often involves:

- (a) using only one type of communication
- (b) ignoring feedback
- (c) avoiding difficult conversations
- (d) integrating different types

6. Which of the following is an example of semantic noise?

- (a) a loud construction site
- (b) a poor internet connection
- (c) using technical language, the listener doesn't understand
- (d) feeling anxious during a presentation

B. Write short answers of the following questions:

1. Define communication in your own words.
2. Why is feedback important in the communication process?
3. What is encoding and decoding a message?
4. What are some common barriers to effective communication?
5. Why is non-verbal communication often perceived as more trustworthy than verbal communication?
6. Describe a situation where written communication would be most appropriate.

C. Comprehensive Questions.

1. Explain the communication process, including all key elements and their interrelationships.
2. Discuss the strengths and limitations of verbal, non-verbal, and written communication with examples.
3. Analyze how noise can impact communication and suggest strategies for minimizing its effects.
4. Analyze a real-world scenario where miscommunication occurred and propose solutions for improving communication in similar situations.
5. Imagine you are giving a presentation to a diverse audience. How would you integrate verbal, non-verbal, and written communication to ensure your message as a clear and engaging one?

D. Understand the text of the chapter and fill in the blanks.

1. Communication is the process of _____ information, ideas, and feelings.
2. The person who encodes the message is called the _____.
3. Anything that interferes with communication is called _____.
4. A formal letter is an example of _____ communication.

Talking on the phone is an example of _____ communication.

5. _____ communication is often used in casual settings.

E. Match the communication type in Column A with its description in Column B.

Column A	Column B
1. Verbal	a. Uses written words
2. Non-verbal	b. Uses spoken words
3. Written	c. Includes body language, facial expressions, and tone of voice
4. Formal	d. Follows established rules and protocols, used in professional settings
5. Informal	e. Casual and relaxed, used in personal settings

F. Activities:

Activity-1: Scenario Analysis

Divide students into groups and provide them with different communication scenarios (e.g., a misunderstanding between friends, a conflict). Have them analyse the communication issues, identify the elements involved, and propose solutions for improving communication in the scenario.

Activity-2: Communication Challenge

Give students a task that requires them to communicate effectively to achieve a goal (e.g., building a tower using limited materials on verbal instructions). Debrief after the activity to discuss the challenges faced and the communication strategies used.

Chapter 2

EFFECTIVE COMMUNICATION SKILLS

Student Learning Outcomes:

After completion of this chapter students will be able to:

- explain the concept and significance of active listening in effective communication.
- analyze the role of active listening in building rapport and reducing misunderstandings.
- demonstrate active listening techniques, such as paraphrasing, summarizing, and providing constructive feedback.
- evaluate the impact of poor listening habits on relationships and outcomes.
- implement strategies to improve attentiveness and engagement after diagnosing listening challenges in specific situations
- apply active listening to resolve conflicts and enhance mutual understanding in group discussions.
- describe the principles of clarity and conciseness in communication.
- analyze how excessive information or ambiguity affects message interpretation.
- evaluate the importance of tailoring messages to the audience to enhance understanding.
- craft clear and concise messages that eliminate redundancy and ambiguity.
- revise complex or verbose communication for improved clarity and impact.
- apply clarity and conciseness techniques in written, verbal, and digital communication.
- identify common communication barriers such as cultural differences, noise, and emotional filters.
- analyze the root causes of communication breakdowns in diverse contexts.
- evaluate the effectiveness of different approaches to overcoming communication barriers.
- develop strategies to address and mitigate specific communication barriers in real-life scenarios.
- apply techniques such as active listening, clarification, and empathy to bridge communication gaps.
- design inclusive communication processes that accommodate diverse audiences and minimize misunderstandings.

Effective communication can happen if we follow the basic principles of communication skills. These can be abbreviated as 7 Cs, i.e., Clear, Concise, Concrete, Correct, Coherent, Complete and Courteous. These are further explained in Figure 2.1.

Clear	Concise	Concrete	Correct	Coherent	Complete	Courteous
Be clear about what you want to say	Use simple words and say only what is needed	Use exact words and phrases	Use correct pronunciation, spellings, language and grammar	Words should make sense and should be related to the main topic	Your message should have all the needed information	Be respectful, friendly and honest

Figure 2.1: 7Cs of Effective Communication

2.1 Active Listening

Active listening is the foundation of good communication. It builds trust, strengthens relationships, and prevents misunderstandings. Think about it: how much smoother are your conversations when you feel like the other person is genuinely listening?

But active listening is not passive. It requires effort.

Here are some key techniques:

Paraphrasing: Put the speaker's message into your own words. For example, if your friend says, "I am so stressed about this upcoming test," you could respond with, "So, you are saying you are feeling anxious about the test?" This confirms you are understanding them correctly.

Summarizing: Briefly recap the main points of the conversation. This is especially useful in longer discussions. For example, your friend says, "We discussed whether to have pizza or burgers for the team party, and we decided on pizza." This can be summarized as "basically, we're having pizza for the party."

Non-verbal Cues: Your body language speaks volumes. Maintain eye contact, nod, and lean in slightly to show you are engaged.

Asking Clarifying Questions: Don't be afraid to ask questions if something is unclear. "Could you tell me more about...?" is a great way to show interest and ensure you are on the same page.

Constructive Feedback: Offer helpful and respectful comments. Instead of saying "That's bad," try "I think you could improve this by..."

Active listening is also crucial for resolving conflicts. When emotions are running high, it's easy to get defensive. Instead, try to listen empathetically, acknowledging the other person's feelings. This doesn't mean you have to agree with them, but it shows that you respect their perspective.

2.2 Clarity and Conciseness: Getting Your Point Across

Clarity means expressing your ideas in a way that is easy to understand, free from complicated language. Conciseness means getting your message across using as few words as possible, without sacrificing clarity. Both are essential for effective communication.

Strategies for Clarity and Conciseness

- i. **Use Simple Language:** Avoid using big words or technical terms unless your audience is familiar with them.

Example: Instead of "utilize," say "use." Instead of "facilitate," say "help."

- ii. **Organize Your Thoughts:** Before you speak or write, take a moment to organize your thoughts. A clear structure with a beginning, middle, and end will make your message much easier to follow.

Example: If you are giving a presentation, start with an introduction that outlines what you will be talking about, then present your main points in the middle, and finish with a conclusion that summarizes your key takeaways. Think of it like building a sandwich: you need a bottom slice of bread (introduction), the filling (main points), and a top slice of bread (conclusion).

- iii. **Get to the Point:** Just talk about the main things, don't add extra stuff.

Example: If you are telling a friend about a movie you saw, focus on the main plot points and your overall impression, rather than recounting every single scene. Instead of saying, "So, like, I went to the movies yesterday, and,

um, it was, like, really crowded, and, the popcorn was so expensive, but, anyway, the movie was actually pretty good..." Say, "I saw a great movie yesterday! It was about [briefly describe plot] and I really enjoyed it."

iv. Use Active Voice: Active voice makes your writing more direct and engaging. For example, "The cat chased the mouse" is more direct than "The mouse was chased by the cat." Active voice generally makes your writing easier to read and understand.

v. Review of Communicative Sentences

When reviewing your writing or preparing to speak, ask yourself:

- Can I simplify this sentence?
- Can I remove any unnecessary words or phrases?
- Is my message easy to understand?

Clarity and conciseness are important in all forms of communication, whether it's writing an email, giving a presentation, or having a casual conversation.

2.3 Communication Barriers

Communication is not always easy. Think of it like trying to throw a basketball into a hoop while someone is waving their hands in front of your face. Those "waving hands" are communication barriers – things that get in the way of your message getting through clearly. These barriers can be anything from cultural differences to a noisy classroom.

These barriers can be removed by different ways such as:

i. Be Aware of Your Own Biases

We all have biases – it is just how our brains work. A bias is like a shortcut our brain takes, but sometimes those shortcuts lead us down the wrong path.

For example, you might have a bias that athletes are all good students (or not good students!). If you are working on a group project with someone who is on the basketball team, this bias might make you pre-judge their contributions. Maybe you will assume they will be too busy with practice to do their share, or maybe you will think they will ace the project without even trying. Recognizing this bias can help you treat them fairly and avoid making assumptions.

ii. Be Empathetic

Empathy is about putting yourself in someone else's shoes.

For example: you and a classmate are arguing about which topic to choose for a presentation. Instead of just insisting on your own choice, try to understand why they want their topic. Maybe it is something, they are passionate about, or maybe they have a lot of knowledge about it. Understanding their perspective can help you find a compromise.

iii. Use Clear and Simple Language

Think about explaining how to play your favourite video game to someone who has never played it before. You would not use all the games inside jargon, right? You would break it down simply. The same applies to all communication. If you are explaining a science concept to a younger sibling, avoid complicated scientific terms. Use words they are able to understand.

If you are giving instructions to a group of friends for how to get to a party, be specific and avoid vague directions like "It is near the big tree." Instead, say "Go past the library, turn left at the traffic light, and it's the third house on the right."

iv. Seek Clarification

Imagine your teacher gives instructions for an assignment, and you are not completely sure what is expected. Do not just sit there confused! Raise your hand and ask, "Could you explain what you mean by...?" It is much better to ask a question and get clarification than to do the assignment wrong.

v. Be Patient

Think about learning a new skill. It takes time and practice to get good at it. For example: you are working on a group project, and one of your group members is struggling to keep up. Instead of getting impatient, offer to help them. Maybe they need extra time or a different way of explaining the task. Patience and understanding can go a long way in building strong communication.

Active listening, clarification, and empathy are crucial tools for bridging communication gaps. By being mindful of potential barriers and using these skills, we can create more inclusive and effective communication.

EXERCISE

A. Choose the most appropriate answer.

1. Your friend is telling you about a problem they're having with another friend. Which response shows the best active listening?
 - (a) "Oh, that is just drama. You need to get over it."
 - (b) "Have you tried just ignoring them? That's what I would do."
 - (c) "I know exactly how you feel. Let me tell you about what happened to me..."
 - (d) "Wow, that sounds tough. So, you are saying you feel left out because..."
2. Which sentence is the clearest and most concise?
 - (a) "Because it is raining, we should postpone the picnic."
 - (b) "Well, you know, like, the weather, it is, I'm, not really, you know, picnic-y, so..."
 - (c) "Due to the fact that it is raining outside right now, I am of the opinion that we should probably postpone the picnic that we had previously planned for today."
 - (d) "Considering the current meteorological conditions, the outdoor recreational activity will have to be rescheduled."
3. You are talking to a classmate who just moved here from another country and doesn't speak much Urdu. What's the best thing to do?
 - (a) Talk loudly so they can understand you better.
 - (b) Use lots of big words to help them learn English faster.
 - (c) Speak slowly and clearly, using simple words and maybe some pictures.
 - (d) Just talk to your other friends and ignore them until they learn English.
4. What would most likely cause a communication problem?
 - (a) Listening carefully to what someone says.
 - (b) Interrupting someone while they're talking.
 - (c) Using words that everyone understands.
 - (d) Trying to understand how someone else is feeling.

5. Your friend is upset because he didn't become the part of the basketball team. What's the most empathetic thing to say?

- (a) "Do not worry, you can try out next year."
(b) "I understand you are disappointed. That must be frustrating."
(c) "It is no big deal. There are other teams you can join."
(d) "Just forget about it. It is not worth getting upset over."

B. Write short answers of the following questions:

1. Think of a time you had a misunderstanding with someone. How could active listening have helped to avoid the misunderstanding? Give specific examples.
2. Rewrite this sentence to make it clearer and more concise: "In the event that you are desirous of obtaining a good grade in this class, it is imperative that you attend all of the lectures and complete all of the assignments that are given to you by the instructor."
3. Imagine you are explaining the rules of your favourite board game to a younger sibling. What are some things you would do to make sure they understand? How could you avoid communication problems?
4. What do you understand by „Be empathetic“?
5. How can you review your communicative sentences?

C. Comprehensive Questions.

1. You and a friend are trying to decide what to do this weekend. You want to go to a concert, but your friend wants to go to the movies. How can you use good communication skills to come to an agreement?
2. Your teacher is explaining a difficult concept in class, and you're not understanding. What can you do to make sure you understand the lesson?
3. A new student in your class is very shy and doesn't talk to anyone. How could you use your communication skills to make him feel more welcome and included? What communication barriers might he be facing?

D. Understand the text of the chapter and fill in the blanks of the following sentences.

1. Active listening means giving the speaker your full _____.
2. _____ is restating what someone said in your own words to check your understanding.
3. Using simple words and avoiding jargon helps make your communication more _____.
4. A communication _____ is anything that gets in the way of a message being understood.
5. _____ is trying to understand how someone else is feeling.

E. Read the lesson and mark the sentences as True or False.

	T/F
1. Interrupting someone while they are talking is a good way to show you are interested in what they're saying.	
2. It is okay to use slang or jargon when talking to anyone, even if they might not understand it.	
3. Being aware of your own biases can help you communicate more effectively.	
4. Clear and concise communication is important only when you are giving a formal presentation.	
5. Cultural differences can sometimes lead to communication misunderstandings.	
6. Using big words always makes you sound smarter and improves communication.	

F. Activities:

Activity-1: Telephone Tag (Message Relay)

Ask students to sit in a line or circle. Whispers a short sentence or phrase to the first student, who then whispers it to the next, and so on. The last student says the message aloud. Students will listen carefully and whisper the message exactly as they hear it. Do not add or change anything. Choose a simple sentence. Discuss how the message changes and why (e.g., poor listening, unclear speech). Through this activity, highlights the importance of clear listening and speaking.

Activity-2: Simple Instructions Drawing

One student gives simple, step-by-step instructions on how to draw a basic shape (e.g., a house, a stick figure) to another student who cannot see the original. Tell students to give clear, simple instructions. The student who will draw shape, will listen carefully and follow the instructions exactly. The teacher will provide simple drawing prompts. At the end of the activity, discuss any difficulties in giving or following instructions.

Activity-3: Active Listening

For this activity, choose a partner. One partner will tell their favourite memory from this school year. Keep the story short (about 1-2 minutes). The other partner will listen carefully without interrupting. After the first partner finishes, the second partner will retell the story in their own words, focusing on the main points and feelings shared. The first partner would tell the second partner if they accurately retold the story, and if anything was missed or misunderstood. Switch roles and repeat the activity.

Chapter 3

NON-VERBAL COMMUNICATION

Student Learning Outcomes:

After completion of this chapter students will be able to:

- explain the role of body language in communication and its contribution to conveying messages.
- analyze the impact of positive and negative body language on interpersonal relationships.
- evaluate the cultural variations and significance of body language in different contexts.
- interpret body language cues in various scenarios to assess emotions and intentions.
- demonstrate effective body language to enhance clarity and build rapport.
- adjust body language appropriately to align with diverse cultural norms and professional settings.
- differentiate between various gestures, postures, and facial expressions and their meanings.
- analyze how gestures, posture, and facial expressions contribute to the effectiveness of verbal communication.
- evaluate the influence of nonverbal cues on audience perception and engagement.
- use purposeful gestures, confident posture, and appropriate facial expressions to reinforce verbal messages.
- diagnose misaligned nonverbal cues in communication and make adjustments to improve consistency.
- adapt gestures, posture, and facial expressions to suit diverse audiences and situational requirements.
- explain the significance of eye contact and handshakes in establishing trust and credibility.
- analyze the impact of appropriate versus inappropriate use of eye contact and handshakes in professional and social interactions.
- evaluate cultural differences in the interpretation of eye contact and handshakes.
- demonstrate effective eye contact to convey confidence and attentiveness.
- practice professional handshakes that create a positive first impression.
- adapt eye contact and handshake styles based on cultural norms and contextual needs.

Non-Verbal Communication

Non-verbal communication is the message we send to others without using any words. We send signals and messages to others, through expressions, gestures and body postures.

Importance of Non-Verbal Communication

In our day-to-day communication, it is observed that most of the communication is done using body movements (face, arms, movements, etc.), eye contact, gestures, and voice control (voice, tone, pauses, etc.). As we can see in Figure 3.1, most of the communication is non-verbal. We communicate using words, tone of voice and body language as shown in Figure 3.1.

3.1 Types of Non-Verbal Communication

Non-verbal communication makes our message stronger. Using the right gestures while speaking makes our message more effective. Knowing non-verbal communication helps us understand our audience's reaction and adjust our behaviour or communication accordingly.

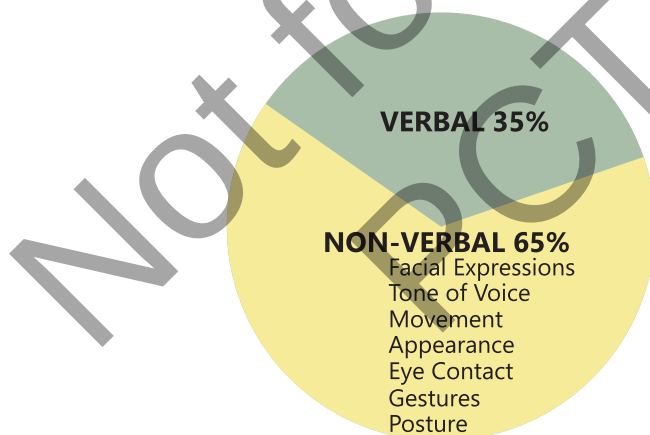


Figure 3.1: Methods of Communication

Using the right gestures and postures helps us to be understandable at work. If verbal messages are blocked by noise or distance, etc., we can use hand movements to exchange our message. Placing a finger on the lips to indicate the need for silence and nodding the head up and down to say 'yes'.

We communicate non-verbally in many ways. Let us learn about some of these with the help of Table 3.1.

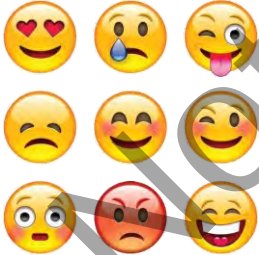
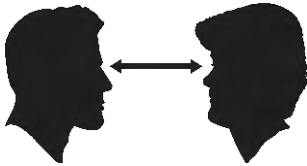
Type	What it implies	How to make use of non-verbal communication effectively?
 Gestures or Body Language	Gestures describe movements of parts of the body, especially hands or head, to express an idea or meaning. This includes waving, pointing and using our hands when speaking. For example, raising a hand may mean asking a question. Biting nails show nervousness.	• Avoid pointing at people with your finger. • Instead of keeping your hands in pocket while talking, try to keep your hands on the sides. • Bend your head a little while talking or listening to show that you are paying attention.
 Facial Expression	A facial expression many a times shows the feelings of a person. For example, when we are happy, we express it through a smile or when we are sad, we show a gloomy face.	• Keep your face relaxed. • Try to match your expression with what you are saying. • If you agree with something, you may nod while listening, which indicates that it has your assent.
 Eye Contact	Maintaining an eye contact with the person you are talking indicates interest, whereas, looking away can make the other person feel ignored.	• Look at the person who is speaking. • Keep a relaxed, pleasant look. • Break the look every few seconds.

Table 3. 1: Types of Non -Verbal Communication



Paralanguage

Paralanguage is the tone of our voice, speed and volume that makes a difference in the meaning of the communication. Speaking too fast may show excitement or nervousness. Speaking too slow may show seriousness, sadness or making a point.

- Use a proper tone and volume while speaking.
- Maintain a moderate rate (speed) of talking.

3.2 The Silent Language-Understanding Body Language

The silent communication speaks volumes through our gestures, posture, facial expressions, and more. Let us explore the fascinating world of body language and learn how to use it effectively.

3.2.1 What is Body Language?

Body language encompasses all non-verbal cues we use to communicate. It is a complex system that often operates subconsciously, revealing our true feelings and intentions, sometimes even contradicting what we say. Think of it as a silent language that complements or even overrides our spoken words.

3.2.2 Importance of Body Language in Communication

Body language plays a crucial role in communication for several reasons:

Conveying Emotions: Our facial expressions, posture, and gestures often reveal our emotions more accurately than words. A genuine smile, for example, is easily distinguishable from a forced one.

Building Rapport: Mirroring someone's body language can create a sense of connection and understanding, fostering rapport and trust.

Clarifying Meaning: Body language can add emphasis to our words, clarifying the message we're trying to convey. A pointed finger can add force to a statement, while a gentle touch can express sympathy.

Revealing True Intentions: Even when someone tries to hide their feelings, their body language can betray them. Restlessness, avoiding eye contact, or fidgeting can suggest nervousness or dishonesty.

Cultural Significance: Body language varies significantly across cultures. What is considered polite in one culture might be offensive in another. Understanding these differences is crucial for effective cross-cultural communication.

3.2.3 Decoding Body Language Cues

Let us explore some common body language cues and their potential meanings mentioned in Table 3.2:

Facial Expressions: The face is a powerful communicator. Smiles, frowns, raised eyebrows, and pursed lips all convey distinct emotions.	
Eye Contact: Eye contact can signal interest, engagement, or even aggression. However, its interpretation varies across cultures.	
Posture: Upright posture often suggests confidence, while slouching can indicate insecurity or boredom.	
Gestures: Hand movements can emphasize points, illustrate ideas, or express emotions. However, some gestures have different meanings in different cultures.	

Proxemics (Use of Space): The distance we keep from others also communicates something. Proximity can suggest familiarity, while greater distance can indicate formality or discomfort.



Table 3.2 Some Common Body Language Cues

3.2.4 Positive vs. Negative Body Language

Positive body language creates a welcoming and approachable atmosphere. Comparison of positive and negative body languages is provided shown in Figure 3.2.

Positive body language includes:

1. Maintaining eye contact (appropriate for the context)
2. Smiling genuinely
3. Open posture (unfolded arms, relaxed shoulders)
4. Nodding to show agreement
5. Leaning slightly forward to show interest

Negative body language can create barriers and hinder communication. It includes:

1. Avoiding eye contact
2. Frowning (to contract the brow, as in displeasure or deep thought)
3. Crossed arms
4. Slouching (lazy posture)
5. Fidgeting (making small movements)

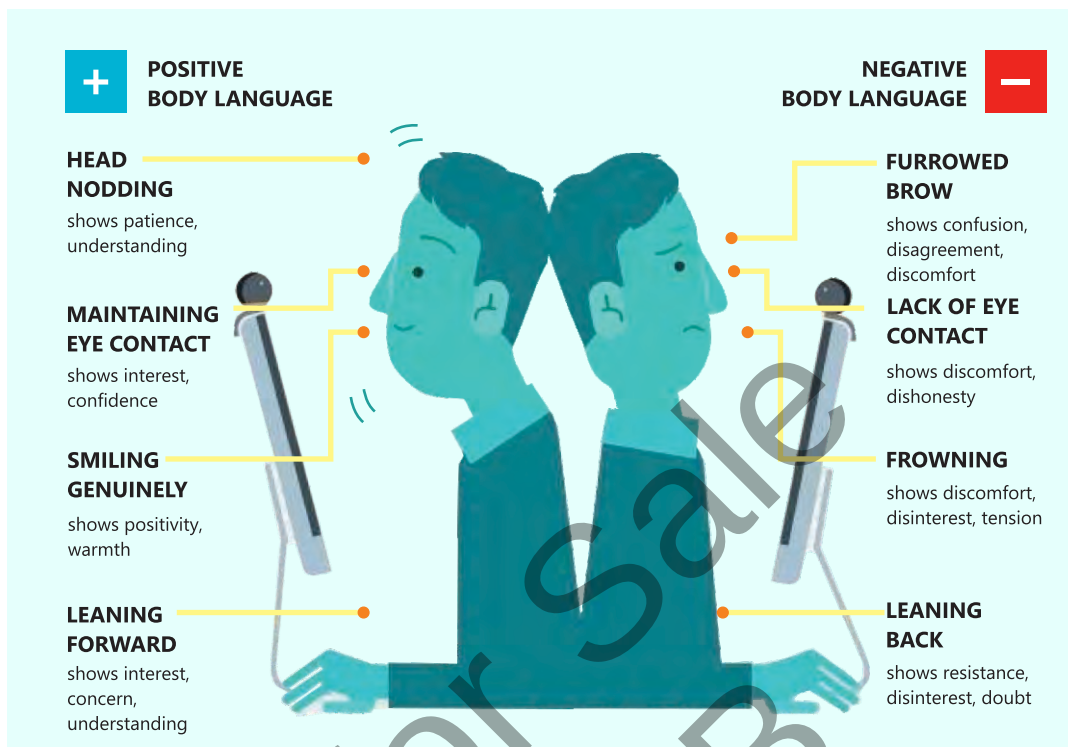


Figure 3.2: Positive vs. Negative Body Language

3.2.5 Body Language in Different Cultures

It is crucial to remember that body language is not universal. A gesture that is perfectly acceptable in one culture might be considered rude or offensive in another. For example, the "thumbs up" gesture, which is positive in many Western cultures, is considered offensive in some Middle Eastern countries.

3.2.6 Developing Your Body Language Skills

To develop your body language skills, you need to improve in the following areas:

- i. Self-Awareness:** Pay attention to your own body language. Are you sending the messages you intend to?
- ii. Observation:** Observe the body language of others. Try to understand their emotions and intentions.
- iii. Practice:** Practise using positive body language in your interactions.
- iv. Cultural Sensitivity:** Be aware of cultural differences in body language and adjust your behaviour accordingly.

3.3 Types of Gestures

The following are the five types of gestures that are used in non-verbal communication:

1. Emblems

These are gestures with specific, culturally defined meanings, like a thumb-up (generally meaning approval) or a wave (greeting or farewell). It is crucial to remember that emblems can have vastly different meanings across cultures. For example, pointing with a single finger in some cultures is a way to indicate something. When directed at a person, it is often considered impolite or even rude.

2. Illustrators

These gestures accompany our words and help to visualize what we are saying. For instance, using your hands to show the size of a fish you caught ("It was this big!") or pointing in a direction while giving directions.

3. Affect Displays

These gestures communicate emotions. Wringing your hands when nervous, clapping when excited, or covering your face in surprise are all examples of affect displays.

4. Regulators

These gestures control the flow of conversation. Raising your hand to signal you have a question, using a hand motion to indicate someone should stop talking, or nodding to encourage someone to continue are all regulators.

5. Adaptors

These are often unconscious gestures that are responses to physical or psychological needs, like scratching an itch, fidgeting with a pen, or adjusting your glasses. This is notable that overuse of adaptors can be distracting.

3.3.1 Using Gestures Effectively

Using gestures effectively is about enhancing, not replacing, your verbal message. Think of gestures as punctuation marks that add emphasis, clarity,

and dynamism to your communication.

Example: Instead of saying "The project was very successful," you could say it while making a sweeping upward gesture with your hand to emphasize the success.

3.3.2 Posture: Projecting Confidence and Interest

The way we hold our bodies, communicates a wealth of information about our confidence, attitude, and level of interest that is called posture. It is a silent language that often speaks louder than words. Difference between open versus closed posture is illustrated in Table 3.3.

Open Posture	Closed Posture
Relaxed shoulders, arms at your sides or gesturing naturally, and an upright stance, conveys confidence, approachability, and openness.	Crossed arms, hunched shoulders, and a rigid stance, can signal defensiveness, disinterest, or even hostility.

Table 3.3: Open vs. Closed Posture

Leaning

Leaning slightly forward shows interest and engagement in the conversation, while leaning back can suggest boredom, detachment, or even arrogance.

Body Orientation

Facing someone directly shows that you are paying attention to them and respect them. Turning away, even slightly, can signal disinterest, disrespect, or a desire to disengage.

Do You Know?

During a job interview, maintaining an upright posture, making eye contact, and leaning slightly forward shows the interviewer that you are confident, attentive, and genuinely interested in the opportunity.

3.3.3 Facial Expression Emotions

Facial expressions are one of the most powerful and immediate forms of non-verbal communication. They can convey a vast range of emotions, from happiness and sadness to anger and surprise, often before we even realize it.

Key Facial Expressions

While some basic facial expressions are considered universal, like smiling for happiness or frowning for sadness, there can be cultural variations in their intensity and interpretation. For example, some cultures value more restrained emotional expression than others.

Micro Expressions

These are brief, fleeting facial expressions that can reveal hidden emotions. They are often difficult to control and can be very revealing, even if someone is trying to mask their true feelings.

Eye Contact

Eye contact is a crucial aspect of facial expression. It can signal interest, engagement, honesty, or even aggression. However, the appropriate amount of eye contact varies significantly across cultures. In some cultures, prolonged eye contact is a sign of respect, while in others, it can be considered challenging or rude.

3.3.4 The Interplay of Non-verbal Cues

Gestures, posture, and facial expressions do not operate in isolation. They work together to create a complete and often complex non-verbal message. It is crucial that these cues are consistent with your verbal message. A mismatch between your words and your body language can create confusion, distrust, and even make you seem insincere.

3.4 Visual Communication

Another important method of communication is visual communication, which involves sending and understanding messages only through images or pictures. The main advantage of this type of communication is that you do not need to know any language for understanding it. It is simple, easy to understand and remains the same across different places. Table 3.4 shows some common types of visual communication.

Visual Communication: Exchanging Information through Images			
Traffic symbol which communicates not to blow horn		Traffic Lights – Red for Stop; Yellow for Wait and Green for Go	
Sign for ladies and gents toilet		Sign showing railway crossing	
Sign for flammable substances		Sign for slippery surface	
Sign used to pause a video or audio file in smartphone or computer		Sign which communicates that the area is a no smoking zone	

Table 3.4: Examples of Visual Communication

3.5 The Art of the Handshake

3.5.1 What is a Handshake?

A handshake is a brief grip and shake of another person's hand, often used as a greeting or to seal an agreement. It is a universal gesture of respect and professionalism.

3.5.2 Why does a handshake matter?

To Create a First Impression	A firm handshake can leave a positive and lasting impression.
To Show Respect	It is a way to acknowledge someone and show that you value the interaction.
To Build Connections	A good handshake can help establish rapport and trust.

3.5.3 Giving a Great Handshake

Always remember following steps in giving a great handshake:

- Step 1:** Make eye contact and smile.
- Step 2:** Extend your right hand with your thumb up.
- Step 3:** Grip the other person's hand firmly (not too hard, not too soft).
- Step 4:** Shake up and down 2-3 times.
- Step 5:** Release the hand and continue the conversation.

3.5.4 Handshakes in Action

Meeting Someone New	A handshake is a polite way to introduce yourself.
After a Sport Game	Players often shake hands to show good sportsmanship.
In a Job Interview	A handshake at the beginning and end of the interview shows professionalism.

3.6 Combining Eye Contact and Handshakes

3.6.1 Why Combine Them?

When you combine eye contact and a handshake, you create a powerful nonverbal message that says, "I am confident, respectful, and engaged." This combination is especially important in formal settings like interviews, meetings, or networking events.

3.6.2 Common Mistakes to Avoid

Eye Contact Mistakes	Handshake Mistakes
<i>Starring:</i> Too much eye contact can feel uncomfortable or intimidating.	<i>Weak Grip:</i> A limp handshake can make you seem unsure.
<i>Looking Away Too Often:</i> This can make you seem disinterested or nervous.	<i>Too Strong:</i> Crushing someone's hand can come across as aggressive.
<i>Forgetting Cultural Differences:</i> Always remember that to make eye contact is taken differently in different cultures.	<i>Not Letting Go:</i> Holding on too long can make the other person uncomfortable.

3.6.3 Real-Life Applications

In School	Use eye contact and handshakes when meeting new teachers or classmates. Practise these skills during group projects or presentations.
In the Workplace	Use these skills during job interviews, internships, or part-time jobs. Show professionalism when meeting co-workers or supervisors.
In Social Settings	Use eye contact and handshakes when meeting new friends or attending events.

EXERCISE

A. Choose the most appropriate answer.

1. Crossing your arms can often be interpreted as:

- (a) openness
- (b) defensiveness
- (c) interest
- (d) confidence

2. Proxemics refers to:

- (a) the study of gestures
- (b) the use of space
- (c) vocal cues
- (d) facial expressions

3. Which of the following may be an example of haptics?

- (a) smiling
- (b) shaking hands
- (c) maintaining eye contact
- (d) leaning forward

4. Vocalics (paralanguage) includes:

- (a) the words you choose
- (b) your tone of voice
- (c) your clothing
- (d) your posture

5. Cultural differences in non-verbal communication can lead to:

- (a) enhanced cross-cultural communication
- (b) misunderstandings and misinterpretations
- (c) universal understanding
- (d) decreased need for verbal communication

B. Write short answers of the following questions:

1. How can facial expressions impact a conversation?
2. Why is cultural sensitivity important in interpreting non-verbal cues?
3. Give two examples of how vocalics can change the meaning of spoken words.
4. What is the importance of consistency between verbal and non-verbal messages?
5. Why is it important to be aware of your "tone of voice" when communicating with someone you disagree with?

C. Comprehensive Questions.

1. Discuss the various components of non-verbal communication and explain how they interact to create meaning.
2. Explain how non-verbal communication can contribute to or hinder effective communication in different social settings (e.g., school, workplace, home).
3. How would you use body language, posture, and facial expressions to engage your audience and convey your message effectively during any presentation?
4. Discuss how cultural differences can impact the interpretation of non-verbal communication with specific examples.
5. What is visual communication. State its uses through images.

D. Understand the text of the chapter and fill in the blanks.

1. _____ encompasses all forms of communication except spoken or written words.
2. _____ refers to the use of space in communication.
3. _____ are hand and arm movements used to express meaning.
4. _____ includes vocal cues like tone, pitch, and volume.
5. _____ is communication through touch.

E. Match the non-verbal cue with its potential meaning.

Non-Verbal Cue	Potential Meaning
1. Upright posture	A. Disinterest
2. Avoiding eye contact	B. Confidence
3. Smiling	C. Happiness
4. Crossed arms	D. Defensiveness
5. Leaning forward	E. Interest

F. Read the given statements carefully and mark them as True or False.

1. Non-verbal communication is less important than verbal communication.
2. Facial expressions are universally understood across all cultures.
3. Our tone of voice can change the meaning of our words.
4. It is impossible to misinterpret non-verbal cues.
5. Cultural differences can significantly impact the interpretation of non-verbal cues.

G. Activities:

Activity-1: Silent Acting Game

Divide the class into teams. Each team member acts out a word or phrase using only gestures. The other team members guess the word or phrase. This fun activity helps students practice using gestures expressively and understands how gestures can convey meaning.

Activity-2: Interpreting Emotions

Observe people interacting in a public space (e.g., a cafe, park). Try to interpret their emotions and intentions based on their body language. Discuss your observations with your classmates.

Activity-3: Posture Analysis

Have students observe the posture of different people in a video clip or a public space (respectfully and from a distance). Discuss what messages their posture might be conveying. Consider factors like their facial expressions and the context of the situation.

Chapter 4

WRITTEN COMMUNICATION SKILLS

Student Learning Outcomes:

After completion of this chapter students will be able to:

- comprehend the significance of professional email communication in formal and informal contexts.
- recognize the key components of a well-structured email, including subject lines, salutations, body text, and closing remarks.
- understand the common mistakes to avoid in email correspondence, such as tone mismatches, grammar errors, and inappropriate attachments.
- draft clear, concise, and professional emails tailored to the audience and purpose.
- apply proper formatting, tone, and etiquette in different email scenarios (e.g., inquiry, follow-up, complaint).
- review and proofread emails for accuracy, professionalism, and effectiveness.
- recognize the impact of digital presence on personal and professional reputation.
- understand appropriate online behaviour and the importance of maintaining boundaries on social media platforms.
- identify the risks associated with over sharing or engaging in unprofessional conduct online.
- create and manage a professional online presence across social media platforms.
- communicate effectively and respectfully in digital spaces, adapting language and tone to suit different platforms.
- utilize privacy settings to safeguard personal information and maintain a balance between personal and professional profiles.

4.1 Writing Skills: Parts of Speech

When we talk or write in English, we use sentences to express ourselves. Sentences are important because if you do not clearly write sentences then, the meaning of the same cannot be understood clearly. A sentence is a group of words that communicates a complete thought (Example: Ali goes to school.). A group of words, which does not make complete sense, is known as a phrase (Example: Ali goes). A sentence always begins with a capital letter, and either

ends with a question mark, full stop or exclamation mark. Read out aloud the examples given below.

- Did you work on your project?
- I completed it yesterday.
- That is good!

4.1.1 Using Capitals

We know that all sentences begin with capital letters. Do you know at what other points in a sentence, we should use capital letters?

It is easy to know what to capitalise if you remember the word 'MINTS'. MINTS is a set of simple rules that help you capitalise words correctly. Each letter in the word MINTS refers to one capitalisation rule as shown in Table 4.1.

Alphabet	M	I	N	T	S
What it shows:	Months	Letter "I"	Names	Titles	Starting letter of sentences
Rule	Capitalise the first letter in all the names of months.	Capitalise the letter 'I' when it is used as a pronoun	Capitalise the first letter in the names of people, places and days.	Capitalise the first letter in the titles used before people's name.	Capitalise the first letter in every sentence.
Example	I will go to college in June.	I play tennis with him every day.	This Tuesday, Rida will be in Rajanpur.	Dr. Shah and Mr. Ali work together.	The cat ran out of the house.

Table 4.1: Capitalisation Rules

4.1.2 Punctuation

It is a set of marks, such as the full stop and the comma, which help us separate parts of a sentence and explain its meaning. Like uppercase letters, punctuation is also a very important part of sentences and has some rules. Some common punctuation marks and their use have been given in Table 4.2.

Punctuation	Sign	Use	Examples
Full stop	.	Shows the end of a sentence. It is also used to show short form of long words. For example, 'doctor' can be shortened to 'Dr.' when we use it as a title before a name.	This is a sentence. This is another sentence. Ali is a doctor. His patients call him Dr. Ali.
Comma	,	Sometimes, we use a comma to indicate a pause in the sentence.	After the waiter gave me a menu, I ordered food.
		We can also use a comma to separate items when we are listing out more than two items in a row.	I bought apples, oranges and grapes.
Question mark	?	We use a question mark at the end of a question.	What is your name? How old are you?
Exclamation mark	!	We use an exclamation mark at the end of a word or a sentence to indicate a strong feeling, such as surprise, shock or anger.	What a pleasant surprise! You are late!
Apostrophe	(')	We use an apostrophe followed by an s to show that something belongs to someone.	That is Rida's pen. Are these Ali's books?

Table 4.2: Punctuation Marks

		We also use an apostrophe to indicate the shortened form of some words in informal speech.	Let's go. (Instead of Let us go.) He isn't here. (Instead of He is not here.)
--	--	--	--

4.1.3 Basic Parts of Speech

There are eight basic parts of speech in the English language, as shown in Figure 4.1. These are noun, pronoun, verb, adjective, adverb, preposition, conjunction and interjection. The part of speech indicates how the word functions in meaning as well as grammatical placement.

A noun is a word for a person, place, thing, or idea. Nouns are often used with an article (the, a, an), but not always. A pronoun is a word used in place of a noun. A verb expresses action or being. An adjective modifies or describes a noun or pronoun. An adverb modifies or describes a verb, an adjective, or another adverb. A preposition is a word placed before a noun or pronoun to form a phrase modifying another word in the sentence. A conjunction joins words, phrases, or clauses. An interjection is a word used to express emotion. One should be able to use these parts of the speech in making sentences.

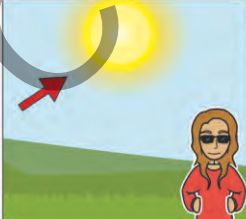
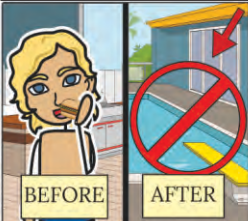
NOUN	VERB	ADJECTIVE	ADVERB
			
My DOG is a Dubbo.	I really ENJOY when people SING with me while I PERFORM on stage.	The sun is very BRIGHT at noon time.	If you don't get on the train QUICKLY , the doors will close and you will not get on.
PRONOUN	PREPOSITION	CONJUNCTION	INTERJECTION
			
I love granny because SHE is a great cook.	It is a common misconception that you cannot swim AFTER you eat.	I like dogs, BUT I do not like cats.	OUCH! My stomach hurts, Doc!

Figure 4.1: Eight Parts of Speech

Let us read more about them in Table 4.3.

Parts of Speech	What they do?	Example Sentences	Example Words
Noun	Nouns are words that refer to a person, place, thing or idea. These are 'Naming words.'	In the sentence, 'Sara wrote a letter.' Both Sara and letter are nouns.	camel table Pakistan Ali
Pronoun	A pronoun is a word used in place of a noun.	In the second sentence, "Sara wrote a letter. She is tired." 'She' is used in place of the noun Sara; it is a pronoun.	I they he you
Adjectives	Adjectives are words that describe other words.	In the sentence "Sara wrote a long letter." Long is an adjective that describes the noun 'letter'.	small blue sharp loud
Verbs	Verbs are words that show action.	In the sentence: "Sara wrote a letter." Wrote is the verb. It tells what action Sara did.	run eat think sit
Adverbs	Adverbs are words that add meaning to verbs, adjectives, or other adverbs. They answer the questions — How? How often? When? And Where?	In the sentence "Sara quickly wrote a letter." Quickly is an adverb. It tells us how Sara did the action (writing).	easily always inside before

Table 4.3: Parts of Speech

Let us now see how these words are used. Read aloud the sentence given below.

Wow! Sara went to the shopping mall and met a famous actor.

We already know that Sara, shopping mall and actor are nouns. Famous is an adjective here because it describes the noun actor, and the words went and met are verbs because they describe an action.

What about the remaining words in this sentence wow, to, the, and? What are these words called? We use such supporting words to join the main parts of speech together and to add information to the sentences we make. Let us now look at these supporting words.

4.1.4 Supporting Parts of Speech

Along with the main 'Parts of Speech', there are some more words we need for making a sentence. These are shown in Figure 4.2.

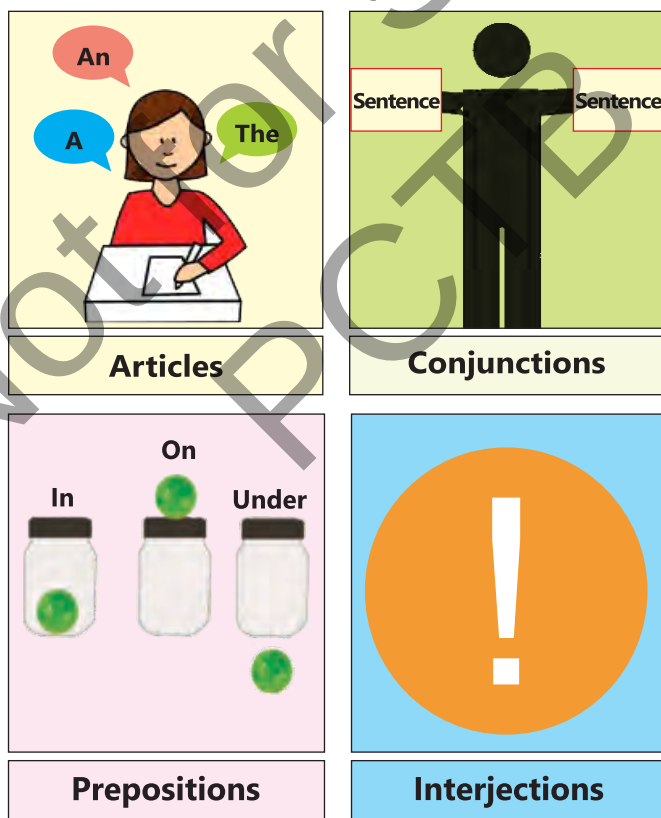


Figure 4.2: Supporting Parts of Speech

Let us learn more about them using Table 4.4.

Supporting Parts of Speech	Use	Examples
Articles	The words 'a', 'an' and 'the' are known as articles. Articles are generally used before nouns. An is used before words with a vowel (a,e,i,o,u) sound A is used before nouns with a consonant (all other alphabets) sound. The is used to refer to specific or particular words.	The car stopped suddenly because a cat ran in front of it. <u>a</u> book <u>an</u> apple <u>an</u> umbrella <u>the</u> sun
Conjunctions	Conjunctions are words that join two nouns, phrases or sentences. Some common conjunctions are 'and', 'or' and 'but'.	Instead of, Mehwish went to the market. I also went to the market. Mehwish and I went to the market. Instead of, "Do you want oranges? Do you want apples?" "Do you want oranges or apples?"
Prepositions	Prepositions connect one word with another to show the relation between them. They usually answer the	Some common prepositions are 'on', 'at', 'under' and 'in'. The cat is on the roof. The shop is at the end of the road.

Table 4.4 : Supporting Parts of Speech

	questions 'where', 'when' and 'how'.	Ali is standing under the tree. I live in Karachi.
Interjections	These words express strong emotions, such as happiness, surprise, anger or pain. They have an exclamation mark at the end.	Wow! Oh! Oh no! Thanks! Help!

4.2 Writing Skills: Sentences

4.2.1 Parts of a sentence

As you have learnt in English classes, almost all English sentences have a subject and a verb. Some also have an object. A **subject** is the person or thing that does an action. A **verb** describes the action. **Object** is the person or thing that receives the action. For example, read aloud the simple sentence "Sara reads a book". Let us see the different parts of the sentence in Figure 4.3.

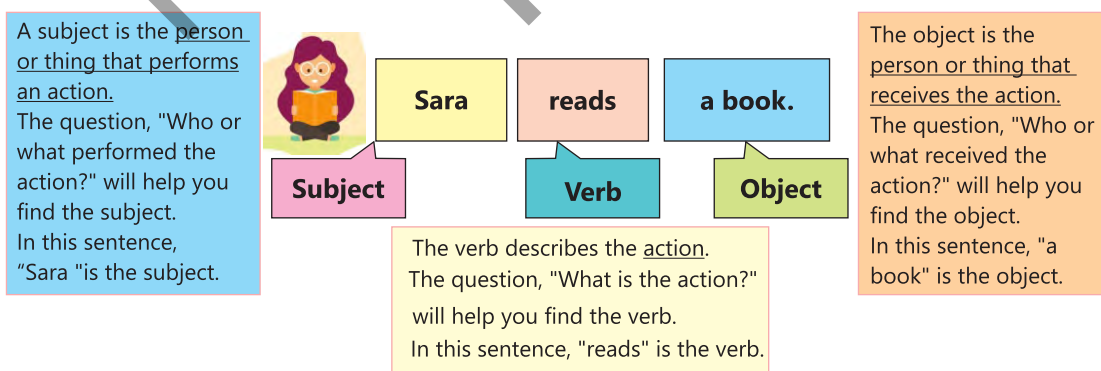


Figure 4.3: Parts of a Sentence

Read aloud the example sentences shown in Table 4.5 and understand which is the subject, verb and object.

Sentence	Subject	Verb	Object
I ate an apple.	I	ate	an apple.
He cooked dinner.	He	cooked	dinner.
She kicked the football.	She	kicked	the football.
Sara and Ali broke the bottle.	Sara and Ali	broke	the bottle.

Table 4.5: Parts of a Sentence

4.2.2 Types of Objects

The object in a sentence can be either direct or indirect. Direct objects are the ones directly 'acted on' by the action word (verb). If the verb is 'reads' and we ask "What does Sara read?" The answer is 'book' which is the direct object. A direct object answers the question 'what?'.

An indirect object answers questions, such as 'to whom' and 'for whom'. For example, in the sentence "Ali gave a gift to his mother." The verb is 'gave'. As you can see, there are two objects here — 'gift' and 'mother'.

What did Ali give? The gift. To whom did Ali give the gift? To his mother. Here, 'gift' is the direct object and 'his mother' is the indirect object. Some sentences only have direct objects while some have both direct and indirect objects.

Read aloud the examples given in Table 4.6 and practise finding the direct and indirect objects.

Sentence	Verb	What?	By whom / to whom?	Direct object	Indirect object
Ali bought vegetables.	bought	vegetables		Vegetables	
Fatima and Sonia played Tennis.	played	tennis		tennis	
He offered me an orange.	offered	orange	me	orange	me
The teacher gave us homework.	gave	homework	us	homework	us

Table 4.6: Direct and Indirect Objects

4.2.3 Types of Sentences

i. Active and Passive Sentences

Read aloud the sentence shown in Figure 4.4. What is the difference between the two sentences?

1. Ali broke the glass.
2. The glass was broken by Ali.

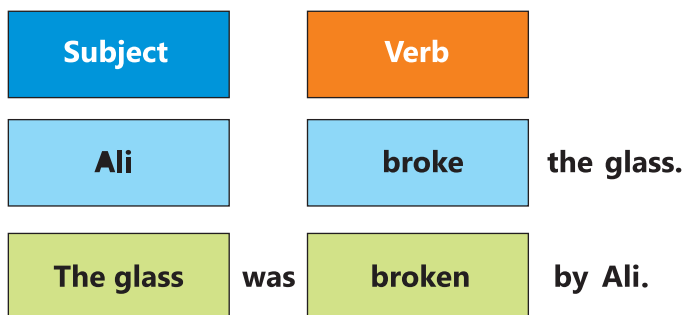


Figure 4.4: Types of Sentences

The action (verb) in both the sentences is breaking of the glass but the 'subject' of both sentences is different. In the first sentence, the subject (Ali) does the action. In the second sentence, the subject (the glass) receives the action.

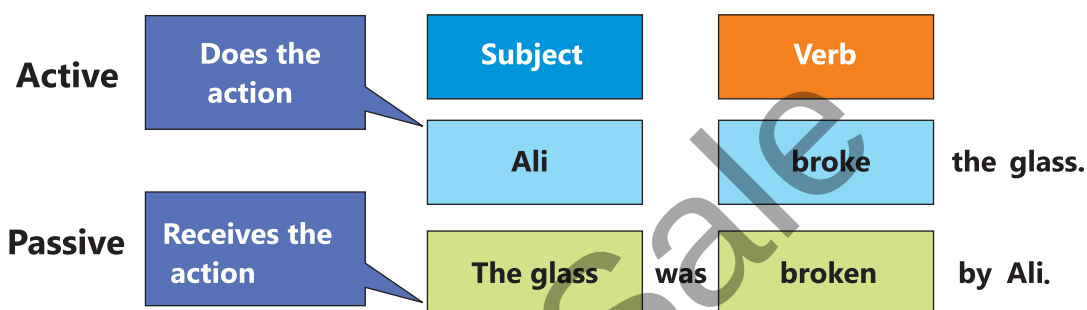


Figure 4.5: Active and Passive Sentences

Read the sentences in Figure 4.5 again. Sentences where the subject does an action are known to be in the Active voice. Sentences in which the subject receives an action are known to be in the Passive voice.

Read aloud some more examples given in Table 4.6.

Active Voice	Passive Voice
She wrote a letter.	A letter was written by her.
He opened the door.	The door was opened by him.
Ali played the hockey.	The hockey was played by Ali.

Table 4.7: Active and Passive Sentences

ii. Types of Sentences (according to their purpose)

Each of these sentences has a different purpose. Also, notice how each sentence in Figure 4.7 ends.



Figure 4.6: Different Types of Sentences

Read the examples in Figure 4.6: to practice the different types of sentences.

Types of Sentences			
Statement or Declarative Sentence	Question or Interrogative Sentence	Emotion/Reaction or Exclamatory Sentence	Order or Imperative Sentence
This is the most common type of sentence. It provides information or states a fact. It always ends with a 'full-stop' ('.').	This type of sentence asks a question. It always ends with a question mark ('?').	An exclamatory sentence expresses a strong emotion, such as joy, sadness, fear or wonder. It always ends with an exclamation mark ('!').	These sentences show an order, command, request, or advice. It can end with a full stop or an exclamation mark ('.' or '!').
Examples			
I go to school. I like eating vegetables.	Did you go to school?	I came first in class!	Go to college today. Go eat your vegetables.

Table 4.8: Types of Sentences

	Do you like eating vegetables?		
It is very cold. This room is unclean.	How is the weather? Could you help clean this room?	Oh, it's so cold!	Wear your sweater. Clean this room.
I completed my project. I exercise everyday.	Did you complete your project? Do you exercise everyday?	I completed my project!	Complete your project. Go and exercise today.

4.3 Paragraph

You have learnt about sentences. A group of sentences forms a paragraph. While writing a paragraph, make sure the sentences have a common idea. When you want to write about a different idea, make a new paragraph.

For example, if you are writing about your school, the first paragraph can be of sentences about the name, location, size and other such details. In the next paragraph you can use sentences to describe what you like about your school.

Example:

I go to Government Higher Secondary School, Lahore. There are about 1,000 students and twenty-five teachers in my school. My school is on the main road, very close to the City Railway Station and local hospital.

I love going to school and learning new lessons. My school has a playground where I play cricket with my friends at the end of the day. There is a library too and I borrow one book every week. I love my school.

4.4 Etiquette of Writing Email

Email is a popular means in written communication nowadays. You need to develop your skills in writing a good email to become successful in academics, the professional world, and personal interactions.

4.4.1 Email Etiquette: Crafting Professional and Polished Messages

Email remains a cornerstone of communication, particularly in formal settings. Mastering email etiquette ensures your messages are clear, professional, respectful, and achieve their intended purpose.

Following are the etiquette for writing an email:

i. Subject Line: The First Impression

A compelling subject line is crucial. It is the first thing the recipient sees and influences whether they open the email at all. Avoid vague or misleading subject lines.

- **Good Examples:** "Project Proposal - [Your Name]", "Inquiry Regarding Summer Internship", "Meeting Request - [Date and Time]"
- **Poor Examples:** "Hi", "Important", "Question"

ii. Greeting/Salutation: Setting the Tone

The greeting sets the tone for the entire email.

- **Formal:** "Dear Mr./Ms. [Last Name]" (Use when writing to someone you don't know well or in a formal context).
- **Semi-Formal:** "Hello [Name]", "Hi [Name]" (Appropriate for colleagues, acquaintances, or when you've previously interacted with the recipient).
- **Avoid:** "Hey", "Yo", "To Whom It May Concern" (unless necessary).

iii. Body of the Email: Clarity and Conciseness

The body of your email should be clear, concise, and well-organized.

- **Structure:** Break your message into paragraphs for easy reading. Use bullet points or numbering for lists.
- **Language:** Use professional language. Avoid slang, abbreviations (unless widely understood within your context), and emojis in formal emails.
- **Purpose:** State the purpose of your email clearly and early.
- **Tone:** Maintain a professional and respectful tone.
- **Example (Good):** "Dear Mr. Ahmad, I am writing to express my interest in the Marketing Internship advertised on your company website. I am a BBA student at [College Name] with a strong interest in marketing and experience in [relevant experience]. My resume, attached for your review, provides further details on my qualifications."
- **Example (Poor):** "Hey Mr. Ahmad, I wanna know about that internship. I am in BBA and like marketing. Check out my resume. Thanks."

iv. Closing: A Professional Farewell

The closing should be polite and professional.

- **Formal:** "Sincerely," "Best regards," "Kind regards"
- **Semi-Formal:** "Best," "Regards," "Thanks"
- **Avoid:** "Cheers", "Later", "Talk to you soon" (in formal contexts).

v. Signature: Your Digital Identity

A professional email signature is essential.

- **Include:** Your full name, contact information (phone number, email address), and any relevant affiliations (school, organization).

vi. Proofreading: The Final Polish

Always proofread your email before sending it. Check for typos, grammatical errors, and clarity. A poorly written email can damage your credibility.

ALWAYS REMEMBER

Reply Promptly: Respecting Others' Time

Respond to emails in a timely manner, even if it is just to acknowledge receipt and indicate when you will provide a full response.

BCC: Privacy and Professionalism

Use BCC (Blind Carbon Copy) when sending an email to a large group and you want to protect the recipients' privacy. Avoid using BCC for general correspondence.

Think Before You Send: Pause and Reflect

Before hitting send, consider the tone and content of your email. Avoid sending emails when you are angry or upset. Take a break and review your message later.

Mastering written communication is essential for success in the digital age. By practising proper email etiquette and engaging in responsible online communication, you can ensure your messages are clear, professional, respectful, and achieve their intended purpose.

EXERCISE

A. Choose the most appropriate answer:

- (i) A word that names a person, place, thing, or idea is a:
- | | |
|---------------|----------|
| (a) pronoun | (b) verb |
| (c) adjective | (d) noun |
- (ii) Which of these is a pronoun?
- | | |
|----------|-------------|
| (a) book | (b) runs |
| (c) she | (d) quickly |
- (iii) An adverb modifies:
- | | |
|--|-------------------|
| (a) a noun | (b) a pronoun |
| (c) a verb, adjective, or another adverb | (d) a preposition |
- (iv) Which part of speech connects words, phrases, or clauses?
- | | |
|------------------|-----------------|
| (a) preposition | (b) conjunction |
| (c) interjection | (d) article |

(v) "Wow!" is an example of a/an:

(a) conjunction

(b) interjection

(c) preposition

(d) adverb

B. Write short answers of the following questions:

1. Define the terms "subject," "verb," and "object" in a sentence.
2. Give two examples each of nouns and pronouns.
3. Explain the difference between an adjective and an adverb.
4. What is the function of a preposition? Give two examples.
5. What are the four main types of sentences based on their purpose? Give one example for each.

C. Comprehensive Questions:

1. Explain the importance of understanding parts of speech in constructing grammatically correct sentences?
2. Analyze the following sentence, identifying all the parts of speech: "The friendly dog quickly ran across the park and fetched the red ball."?
3. Explain how the meaning of a sentence can change depending on whether it is in active or passive voice?
4. Create a short paragraph (3-4 sentences) using at least five different parts of speech correctly.
5. Write an email to your friend regarding examination.

D. Understand the test of the chapter and fill in the blanks:

1. A _____ is a word that names a person, place, thing, or idea.
2. _____ are words used in place of nouns.
3. _____ describe nouns or pronouns.
4. _____ express action or being.
5. _____ connect words, phrases, or clauses.

E. Match the part of speech with its function:

Part of Speech	Function
1. Noun	A. Describes a verb, adjective, or adverb
2. Verb	B. Connects words or phrases
3. Adjective	C. Names a person, place, thing, or idea
4. Adverb	D. Expresses action or being
5. Conjunction	E. Describes a noun or pronoun

F. Mark the following statements as True or False:

1. All sentences must have a subject and a verb.
2. Adjectives modify verbs.
3. Prepositions usually come before a noun or pronoun.
4. Active voice is generally preferred in writing.
5. Exclamatory sentences express strong emotions.

G. Activities:

Activity-1: Making Sentences

Form pairs of students. First, write down three sentences that contain direct objects. Then, write down three other sentences that contain both direct and indirect objects. Use different colours to mark the different parts of each sentence (Subject, Verb, Object). One volunteer shows their list to the class.

Activity-2: Email Practice

Students draft emails for various scenarios, such as requesting information, applying for a program, or apologizing for a mistake, paying close attention to email etiquette.

Activity-3: Active and Passive Voice

With the same pairs as above, write a paragraph on any topic. The paragraph should have at least two sentences in active voice and two sentences in passive voice. One volunteer reads out their paragraph to the class. The class gives feedback, if correct.

Activity-4: Types of Sentences

With the same pairs as above, make a list of minimum eight sentences. These should have at least two sentences of each type – declarative, interrogative, exclamatory and imperative. For each type of sentence, different volunteers read out their sentences to the class. The class gives feedback on the correctness of the sentences.

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Chapter 5

CONFIDENCE BUILDING AND SELF-PRESENTATION

Student Learning Outcomes:

After completion of this chapter students will be able to:

- explain the psychological and physiological factors contributing to shyness and social anxiety.
- analyze the impact of shyness and social anxiety on communication and social interactions.
- evaluate strategies for managing social anxiety and reducing its effects in various contexts.
- apply cognitive and behavioural techniques, such as reframing negative thoughts and gradual exposure, to overcome shyness.
- practice social skills in structured and unstructured environments to build confidence in interactions.
- create a personalized action plan for managing social anxiety in specific scenarios, such as meetings or public events.
- identify the psychological foundations of self-confidence and its role in achieving personal and professional goals.
- analyze factors that undermine or enhance self-confidence, such as self-talk, preparation, and resilience.
- evaluate the long-term benefits of self-confidence in decision-making, leadership, and relationships.
- develop routines and habits that foster self-confidence, including goal setting, visualization, and positive reinforcement.
- practice behaviours and communication styles that convey self-confidence, such as clear speech, assertiveness, and open body language.
- apply strategies to overcome setbacks and maintain self-confidence in challenging situations.
- differentiate between assertive, passive, aggressive, and passive-aggressive communication styles.
- analyze the benefits of assertive communication in fostering respect and achieving goals.
- evaluate the negative consequences of aggression and passive behavior in interpersonal relationships.
- demonstrate assertive communication techniques, such as "I" statements, active listening, and respectful disagreement.
- identify and adjust behaviours or language that may unintentionally convey aggression or passivity.
- apply assertiveness strategies to real-life scenarios, such as negotiating, giving feedback, or resolving conflicts.

5.1 Shyness and Social Anxiety

Shyness is a feeling of discomfort or nervousness when interacting with others, especially in new or unfamiliar situations.

A shy person might feel uneasy about speaking in front of others or being the center of attention. It is normal to feel shy sometimes, but for some people, it can make it hard to make friends or participate in activities.

Social Anxiety is a more intense form of shyness. It is a condition where a person feels extreme fear or worry about being judged or embarrassed in social situations. People with social anxiety might avoid speaking in public, attending social events, or even meeting new people because they fear negative evaluation. This can interfere with daily life and make it difficult to enjoy social experiences.

There may be different reasons for shyness and social anxiety. These include both psychological as well as physiological factors.



5.1.1 Psychological Factors

- a. Among the psychological factors contributing to shyness and social anxiety, negative thinking is very important. People with shyness or social anxiety often worry about being judged or embarrassed. They may have negative thoughts like "Everyone is watching me" or "I will make a mistake."
- b. Another important factor is low self-esteem among people who may feel that they are not good enough to interact with others. Past experiences may also play an important role in increasing shyness and social anxiety. Previous negative social experiences, such as being teased or rejected, can cause a person to fear similar situations in the future, leading to social avoidance.

5.1.2 Physiological Factors

- a. When faced with a social situation, the body may trigger a stress response, releasing adrenaline, which can cause symptoms like a racing heart, sweating, and shaking – physical signs of anxiety. Similarly, some people may be more genetically predisposed to experience social anxiety. Family members of individuals with social anxiety are more likely to develop similar feelings.
- b. Brain activity also plays an important role in increasing shyness. Research suggests that overactivity in certain brain areas, such as the amygdala (responsible for processing fear), can lead to heightened feelings of anxiety in social situations.

5.2. Impact of Shyness and Social Anxiety

The following table shares some impacts of shyness and social anxiety:

Impact	Shyness	Social Anxiety
Difficulty in Expressing Thoughts	A shy person may feel nervous or uncomfortable when speaking in public or with strangers.	Social anxiety causes intense fear of judgment and embarrassment, leading to silence or avoidance of conversation.
Limited Social Interactions	Shy individuals might avoid group activities, social events, or even casual conversations.	People with social anxiety avoid situations where they might interact with others, leading to isolation.
Misunderstanding by Others	Shy people might be misunderstood as unfriendly or uninterested.	Those with social anxiety may be misunderstood in

Impact	Shyness	Social Anxiety
		relations as they appear distant or unengaged.
Low Self-Esteem and Confidence	Shy persons may doubt their abilities and have low confidence, making them hesitant to speak up.	Fear of being judged can lower self-esteem and confidence, affecting a person's ability to interact with others.
Impact on Academic and Career Opportunities	Shyness may prevent students from asking for help in class, speaking up during lessons, or showcasing their talents.	Social anxiety may prevent students from participating in extracurricular activities, projects, or presentations, limiting opportunities.

5.3 Strategies for Managing Social Anxiety

Social anxiety can be managed through a variety of strategies, helping individuals to feel more comfortable and confident in social situations. Here are a few strategies for reducing the effects of social anxiety across different contexts:

a. Gradual Exposure

It involves slowly facing social situations that trigger anxiety. By starting with less intimidating scenarios and progressing to more challenging ones, individuals can build confidence over time. This strategy allows individuals to face their fears in a manageable way, reducing anxiety in a step-by-step manner. Exposure can be used in any situation that causes discomfort, from meeting new people to speaking in public.

b. Relaxation Techniques

Relaxation techniques, such as deep breathing, progressive muscle relaxation, or mindfulness, can help manage physical symptoms of anxiety, such as a racing heart or shallow breathing. These techniques help individuals remain calm during social situations and reduce the physiological symptoms of anxiety. They can be learned and practised regularly, allowing individuals to apply them during stressful moments. These strategies are useful in any context where anxiety is experienced, such as before start of a presentation, in group discussions, or while attending a social event.

c. Positive Self-Talk

Replacing negative or self-critical thoughts with positive affirmations can boost confidence. This includes reminding oneself of past successes and reassuring oneself that anxiety is manageable. Positive self-talk is a practical strategy that individuals can use in real-time, helping them focus on their strengths and approach social situations with a more positive outlook. It is useful in any social context where anxiety arises, including meetings, public speaking, or casual interactions.

d. Building Social Skills

Improving social skills, such as active listening, initiating conversations, or maintaining eye contact, can help individuals feel more confident in social interactions. Training in social skills boosts confidence by providing the tools to navigate social situations more effectively. These skills reduce the fear of making mistakes in social interactions. This strategy is particularly beneficial in situations where communication is key, such as interviews, group discussions, or networking events.

e. Mindfulness and Meditation

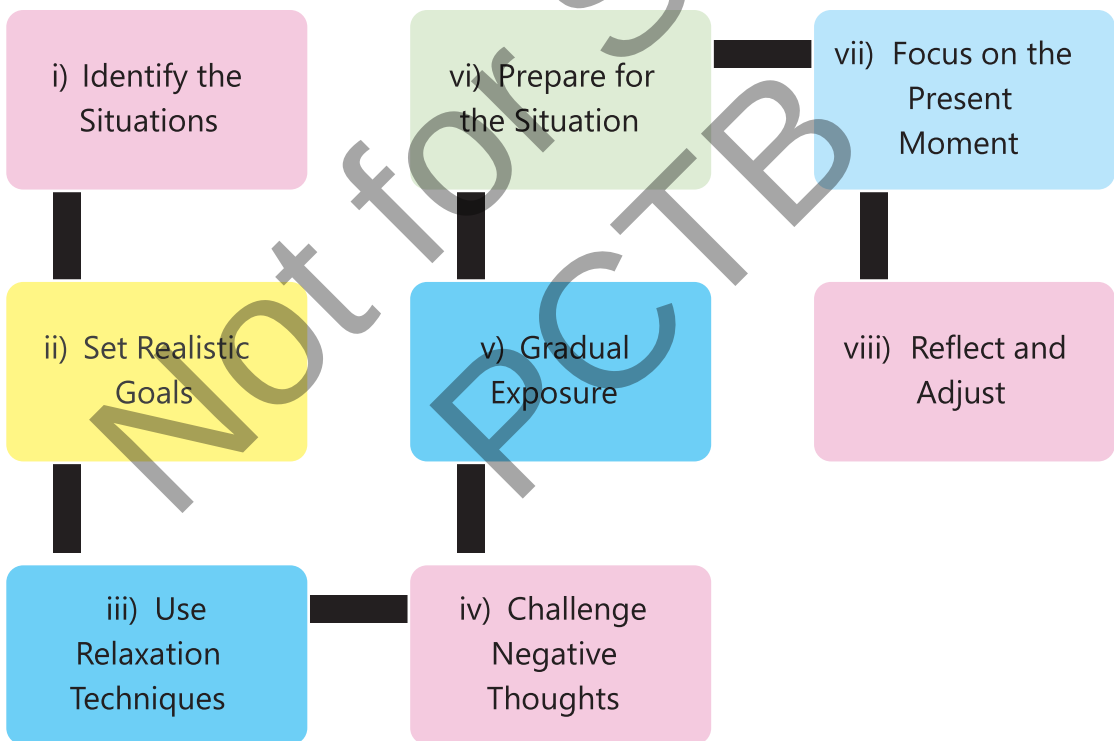
Mindfulness involves staying present and accepting one's feelings without judgment. Meditation can help individuals become more aware of their anxiety and manage it effectively. These techniques help in reducing the constant worry about how others perceive them. Mindfulness and

meditation are helpful before and during social situations, such as during stressful meetings, public speaking events, or group activities.

5.4 A Personalized Action Plan for Managing Social Anxiety

Managing social anxiety can be challenging, but by creating a personalized action plan, one can build strategies to handle specific situations like meetings or public events with confidence.

Following are the key steps to create a plan to manage social anxiety:



Example: A 9th grade student, Saeed, prepared the following action plan to overcome social anxiety:

Step	Action
Identify the Situation	Attending a school club meeting and presenting an idea.
Set a Goal	Speak at least once during the meeting and share ideas.
Relaxation Techniques	Practise deep breathing before entering the meeting room.
Challenge Negative Thoughts	Replace negative thoughts like "I'll mess up" with "I've prepared, and I'm ready."
Gradual Exposure	Start by speaking up in smaller group discussions before participating in larger meetings.
Preparation	Review the agenda beforehand and note down key points to discuss.
Focus on the Present	Listen actively and participate without worrying about how others perceive me.
Reflect and Adjust	After the meeting, note down what went well and what I can improve next time.

5.5 Psychological Foundations of Self-Confidence

Self-confidence is the belief in one's abilities and judgment. When we are confident, we trust ourselves to make decisions and face difficulties, which helps us achieve both personal and professional goals. Confidence often begins with self-acceptance – recognizing that no one is perfect and that mistakes are opportunities to learn and grow. This foundation of positive thinking encourages individuals to pursue their dreams with greater determination.

Self-confidence plays a critical role in achieving our goals. It enables individuals to take risks, try new things, and persist through setbacks. With confidence, a

person is more likely to set high goals, take action towards them, and believe that they can succeed, even in the face of challenges.

5.6 Factors that Undermine or Enhance Self-Confidence

Several factors can either undermine or enhance self-confidence, including our thoughts, preparation, and resilience.

a. Self-Talk

The way we talk to ourselves shapes our self-confidence. Positive self-talk, such as “I can do this” or “I am capable,” strengthens confidence. Negative self-talk, on the other hand, like “I’ll never succeed” or “I’m not good enough,” can weaken confidence and hold us back from reaching our full potential.

b. Preparation

Being well-prepared for tasks builds confidence. Whether it is studying for an examination or practising a skill, preparation leads to better performance, which reinforces the belief that we can succeed. The more we practise, the more competent we feel.

c. Resilience

Resilience, or the ability to bounce back from setbacks, enhances self-confidence. Resilient individuals view failure as a temporary setback and learn from their experiences, while those with low resilience might give up too quickly. Learning to handle failure and keep going builds mental strength and self-assurance.

5.7 Long-Term Benefits of Self-Confidence

Self-confidence does not only affect immediate outcomes—it has long-term benefits in various areas of life.

a. Decision-Making

Confident people trust their judgment and are more decisive. They make decisions faster and with more clarity, which helps them move forward in

life. The confidence to make choices also helps in navigating uncertainty and taking advantage of opportunities.

b. Leadership

Effective leaders are often confident in their vision and ability to lead. Self-confidence allows leaders to inspire trust and motivate others. They make decisions that guide their teams through challenges, and their belief in themselves encourages others to believe in them as well.

c. Relationships / Linkages

Confidence enhances relationships by fostering open communication, assertiveness, and trust. People who are confident are more likely to express themselves honestly and respect the boundaries of others. This contributes to healthier, more positive connections with friends, family, and colleagues.

5.8 Developing Routines and Habits to Foster Self-Confidence

Developing self-confidence is a process that can be cultivated over time through specific routines and habits:

Goal Setting	Visualization	Positive Reinforcement
Setting small achievable goals helps build confidence. By breaking larger goals into smaller steps, one can see progress, which boosts self-belief.	Visualization is the practice of imagining yourself achieving a goal. This mental rehearsal helps for success by reducing anxiety and increasing motivation.	Regularly affirming your strengths and accomplishments reinforces self-confidence. Take time to reflect on achievements and give credit for the effort you put in.

5.9 Communication Styles that Convey Self-Confidence

To convey self-confidence, it is important to practice certain behaviours and communication styles that make you appear assured and capable. These include:

Clear Speech

- Speaking clearly and at a steady pace helps ensure that your message is understood. When you articulate your thoughts confidently, others are more likely to respect your opinions and take you seriously.

Assertiveness

- Assertive communication involves expressing your thoughts, feelings, and needs directly and respectfully, without being passive or aggressive. Being assertive shows that you value both your own rights and the rights of others.

Open Body Language

- Non-verbal communication, like maintaining eye contact, standing tall, and having an open posture, can make you appear more confident. Avoiding crossed arms or fidgeting sends a message that you are open, approachable, and self-assured.

5.10 Overcoming Setbacks

Setbacks are a normal part of life, but how we react to them can influence our self-confidence. Here are strategies to overcome challenges and stay confident:

a. Reframe the Situation

Instead of focusing on failure, focus on the lessons learned. Ask yourself, "What can I improve next time?" This perspective shifts your thinking from a negative to a growth mindset.

b. Maintain a Positive Self-Talk

In setbacks, it is easy to fall into negative self-talk, such as "I can't do this." Replace those thoughts with more positive statements like "I'll keep trying until I get it right."

c. Seek Support

Do not hesitate to reach out to others for guidance or encouragement. Talking things through with a friend, teacher, or mentor can help you regain perspective and confidence in your abilities.

d. Take Action

Focus on small, manageable steps to overcome challenges. When you take action, even in small ways, it can help restore your sense of control and confidence.

5.11 Understanding Communication Styles

Understanding the different communication styles helps you navigate conversations more effectively. Assertive, passive, aggressive, and passive-aggressive are the most common communication styles.

a. Assertive Communication

This is the healthiest style. It involves expressing your thoughts and needs in a clear, direct, and respectful way, while also considering others' feelings. Example: "I feel frustrated when meetings with friends run late because it impacts my schedule. Can we try to finish on time?"

Do You Know?

Studies show that assertive communicators are more likely to build positive relationships, gain respect from others, and achieve their goals.

b. Passive Communication

In passive communication, individuals may avoid expressing their true feelings or needs. They may be too afraid of conflict or may not feel their opinions matter. Example: "It is fine if we're late, I don't mind."

c. Aggressive Communication

Aggressive communicators express their thoughts and needs in a way that may be disrespectful or hurtful to others. They often dominate conversations and disregard others' feelings. Example: "Why is everyone always late? This is so disrespectful!"

d. Passive-Aggressive Communication

This style involves indirect resistance to expressing feelings. The person may appear to agree on the surface but act in a way that sabotages or undermines the situation. For example: "Sure, I don't mind if we're late," but later on they show up late without explanation.

5.12 Benefits of Assertive Communication

Assertive communication has many benefits:

- i. Being assertive shows that you respect both your own opinions and those of others. It encourages open and honest dialogue, where everyone feels heard and valued.
- ii. Assertiveness helps build trust and understanding in relationships. By clearly expressing your needs and listening to others, you create a balanced environment where both parties can express themselves freely.
- iii. When you are assertive, you are more likely to get your needs met. Whether in school, work, or personal life, clear communication ensures that others understand your expectations, which makes achieving goals easier.

5.13 Consequences of Aggression and Passive Behaviour

Both aggressive and passive communication styles can have harmful effects on relationships:

Being aggressive often causes conflict. It can hurt the other person's feelings, create tension, and lead to resentment. Over time, it can damage relationships and prevent effective communication.

When someone is passive, they may suppress their feelings, which can lead to frustration and a sense of being unheard. This can cause stress, resentment, and a lack of self-esteem. Relationships may become unbalanced, as one person's needs are neglected.

5.14 Adjusting Behaviours or Language

Sometimes, we may unintentionally use language or behaviour that comes across as passive or aggressive. If you often interrupt others, use harsh tones, or speak in a way that puts others down, try to soften your approach. Focus on calm, clear speech, and avoid blaming or accusing.

Similarly, if you tend to avoid expressing your opinions, practice speaking up. Start by sharing small thoughts or preferences in everyday situations to build confidence in expressing yourself.

One can apply assertiveness strategies in various situations. For example, when negotiating, use assertive communication to express your needs clearly while also listening to the other person's perspective.

Use constructive feedback to help others improve. For example, "I appreciate your effort, but I think you could improve in this area by doing...." Similarly, when resolving conflicts, stay calm and express your feelings without blaming others. Focus on finding a solution that benefits everyone. Example: "I think we have a misunderstanding. Let's find a way to resolve this together."

EXERCISE

A. Choose the most appropriate answer:

1. A factor causing social anxiety is:
 - (a) positive thinking
 - (b) negative self-talk
 - (c) physical exercise
 - (d) loud environments
2. Gradual exposure is:
 - (a) avoiding social events
 - (b) facing fears step by step
 - (c) ignoring anxiety
 - (d) practicing deep breathing
3. An example of assertive communication is:
 - (a) interpreting others
 - (b) avoiding opinions
 - (c) expressing needs
 - (d) blaming others
4. Aggressive communication is:
 - (a) respecting others
 - (b) ignoring problems
 - (c) being too forceful
 - (d) staying silent

5. We can build self-confidence by:

- (a) setting small goals
- (b) avoiding challenges
- (c) seeking approval
- (d) ignoring weaknesses

B. Answer the following questions briefly:

1. Define shyness and social anxiety. How are they different?
2. How does negative self-talk impact self-confidence?
3. Name two strategies that can help manage social anxiety.
4. What is the role of self-confidence in achieving personal and professional goals?
5. Differentiate between assertive and aggressive communication.

C. Match the terms in Column A with the correct descriptions in Column B:

Column A	Column B
1. Social Anxiety	a) Expressing thoughts clearly and respectfully
2. Negative Self-Talk	b) Facing fears step by step
3. Gradual Exposure	c) Fear of being judged in social situations
4. Assertive Communication	d) Saying "I can't do this" instead of "I'll try"
5. Passive Communication	e) Avoiding conflict by staying silent

D. Answer the following questions in detail:

1. Analyze how past negative experiences can shape a person's social anxiety. Provide examples.

2. Evaluate the effectiveness of gradual exposure and positive self-talk in overcoming social anxiety. Which do you think is more effective and why?
3. Compare and contrast the long-term impacts of self-confidence and low self-confidence in professional success.
4. Apply the assertive communication techniques learned in this unit to resolve a conflict between two classmates. Provide a possible dialogue.
5. Create a personalized self-confidence improvement plan for a student struggling with public speaking. Include at least three steps with explanations.

E. Activities:

Activity-1 Ask students to answer the following questions: "Describe a time you felt nervous in a social situation. How could you have handled it differently using strategies from this unit?". The students will pair up and share their responses.

Activity-2 Present three short real-life scenarios: handling stage fright, resolving a conflict, and asking a question in class. Students will write or discuss how they would respond using confidence-building techniques.

Activity-3 Let students write one key takeaway from the lesson and one strategy they will apply in real life.

Chapter 6

PERSONAL GROOMING AND HYGIENE

Student Learning Outcomes:

After completion of this chapter students will be able to:

- recognize the role of personal hygiene in promoting overall health and well-being.
- understand the link between hygiene, self-confidence, and creating a positive impression.
- identify common hygiene practices essential for maintaining cleanliness and preventing health issues.
- demonstrate proper daily hygiene routines, including oral care, bathing, and nail care.
- select and use hygiene products effectively for personal needs.
- cultivate habits that ensure consistent hygiene in personal and professional settings.
- understand the significance of maintaining healthy skin and hair as part of personal grooming.
- recognize the basic skin types (e.g., oily, dry, combination) and hair textures, and their care requirements.
- identify common issues like acne, dandruff, or dryness and their preventive measures.
- develop a basic skincare routine tailored to individual needs, including cleansing, moisturizing, and sun protection.
- implement effective haircare practices, including washing, conditioning, and styling appropriately.
- use appropriate products and treatments to address specific skin and hair concerns.
- dress appropriately for different occasions.
- recognize the importance of dressing to match the formality and purpose of an occasion.
- differentiate between casual, business casual, formal, and cultural dress codes.
- understand how attire impacts first impressions and professional credibility.
- select and coordinate outfits suitable for various occasions, ensuring proper fit and style.
- incorporate accessories and footwear to enhance overall appearance while maintaining appropriateness.
- adapt dressing choices to cultural norms and specific workplace or social expectations.

6.1 Personal Hygiene

Personal hygiene is essential for maintaining good health and well-being. It is the practice of keeping oneself clean and taking care of the body through daily habits and routines. By following proper hygiene practices, we not only improve our physical health but also enhance our self-confidence and create a positive impression on others.



6.1.1 Personal Hygiene for Promoting Health

Personal hygiene plays a significant role in preventing the spread of diseases and infections. By practising good hygiene activities, such as washing hands, brushing teeth, and bathing regularly, we can reduce the risk of illnesses.

Proper hygiene habits help maintain the cleanliness, preventing the accumulation of harmful germs and bacteria that can cause various health problems. This in turn promotes overall well-being and ensures a healthier, happier lifestyle.

6.1.2 Hygiene for Self-Confidence and Positive Impressions

The way we maintain our personal hygiene directly influences our self-confidence and the impression we leave on others. When we are clean and well-groomed, we feel better about ourselves and project a positive image. This confidence can affect our interactions with others in social, educational, or professional settings.

Good hygiene habits not only make us feel good but also enhance our social relationships, as people are more likely to respect and appreciate someone who takes care of personal hygiene. People do not like to interact with someone who has bad breath, long dirty nails, or dirty and untidy clothes.

6.2 Hygiene Practices for Maintaining Cleanliness

Developing a daily hygiene routine is essential for maintaining personal cleanliness and overall health. These routines are simple yet effective practices that help prevent infections and ensure that we feel fresh and confident throughout the day. By consistently following proper hygiene habits, we can keep our bodies clean, healthy, and free from harmful bacteria. Let us discover some key hygiene routines, including oral care, bathing, and nail care, that should be incorporated into your daily life.

- a. **Hand washing:** Regularly washing hands with soap or handwash and water helps eliminate germs and prevents the spread of illnesses. It is more important before and after taking meals. Remember to dry your hands with a clean towel or tissue paper.
- b. **Oral care:** Brushing teeth at least twice a day helps prevent tooth decay, gum disease, and bad breath. Visiting the dentist regularly is also very important for healthy teeth and gums.
- c. **Bathing:** Taking regular showers removes dirt, sweat, and bacteria from the skin, keeping the body fresh and clean. It also helps you avoid any bad smell due to sweat. In addition, with the growing age keeping clean from unwanted hair is also important for better hygiene practices.
- d. **Nail care:** Keeping nails trimmed and clean prevents the buildup of dirt and bacteria, reducing the risk of infections. This includes the nails of both hands as well as of toes.
- e. **Food and Kitchen Hygiene:** It is important to wash fruits, and vegetables thoroughly before eating and cooking. They should be stored raw and cooked separately. In addition, for healthy kitchen hygiene, it is important to keep cooking utensils and surfaces clean as it will prevent foodborne illnesses.
- f. **Environmental Hygiene:** Other than personal hygiene, environmental hygiene is also crucial for a healthy lifestyle. Trash should be disposed of properly. Moreover, living spaces like floors and bathrooms should be cleaned regularly. Ensure safe drinking water by boiling or filtering. These

practices will help you reduce pests like mosquitoes and flies and diseases like dengue and cholera.

g. Respiratory Hygiene:

Cover your mouth with a tissue or elbow when coughing or sneezing. It stops the spread of airborne illnesses like colds, flu, and tuberculosis.

Do You Know?

When you sneeze, you can release up to 100,000 germs into the air? These tiny droplets can travel as far as 6 feet and land on surfaces, your hands, or even other people nearby. That's why it is so important to cover your nose and mouth when you sneeze — using a tissue or the inside of your elbow helps prevent these germs from spreading.

6.3 Using Hygiene Products Effectively

Hygiene products play a crucial role in maintaining cleanliness and addressing specific personal needs. Choosing the right products and using them effectively ensures that you stay clean, fresh, and protected. From toothpaste to shampoo, and deodorants to moisturizers, each product has a unique purpose in your hygiene routine. It is important to learn how to select the best hygiene products for your needs and how to use them properly for maximum benefit.



a. Selecting the Right Hygiene Products

Selecting and using the right hygiene products is essential for personal care. For example, choosing the right toothpaste, soap, shampoo, deodorant, and skincare products can help maintain cleanliness and prevent skin issues. It is important to select products that suit your skin type and preferences while being mindful of allergies or sensitivities.

b. Using Hygiene Products Properly

Using hygiene products properly ensures their effectiveness. For example, applying deodorant after a shower, using the right amount of shampoo for your hair type, and ensuring toothpaste is used correctly for brushing teeth all contribute to better hygiene. Make sure to follow the instructions on the packaging and replace products when they run out or expire. One must know the date of expiry given on the product.

Maintaining consistent hygiene is important not only in personal life but also in professional environments. The way you take care of your appearance and cleanliness speaks volumes about your discipline and respect for others.

6.4 Skin and Haircare Basics

Healthy skin and hair are key components of personal grooming and contribute significantly to overall appearance and well-being. Taking care of your skin and hair not only enhances your physical appearance but also promotes self-confidence.

Understanding the basics of skin and hair care is essential for maintaining health and addressing common concerns. It is important to learn about the importance of skin and hair care, recognize different skin types and hair textures, and identify common issues and their preventive measures.



6.4.1 Recognizing Skin Types and Hair Textures

Everyone's skin and hair are unique and recognizing your skin type and hair texture is essential for providing them with the appropriate care. Common skin types include:

- i. **Oily Skin:** This type of skin tends to produce excess oil, leading to a shiny appearance and potentially clogged pores.

ii. Dry Skin: Dry skin lacks moisture, often appearing flaky, rough or tight.

iii. Combination Skin: A mix of oily and dry areas, typically with oily forehead, nose and chin, and dry cheeks.

Similarly, hair textures vary from person to person and can include:

- i. Straight hair
- ii. Wavy hair
- iii. Curly hair

Each skin type and hair texture requires specific products and care routines to maintain their health and appearance.

6.4.2 Common Skin and Hair Issues

Several common skin and hair problems can arise due to various factors such as environmental conditions, genetics, or lifestyle choices. Some of these include:

- i. **Acne:** Acne often results from clogged pores, excess oil production, or hormonal changes.
- ii. **Dandruff:** This is the flaking of the scalp caused by dryness or oily skin.
- iii. **Dryness:** Both skin and hair can become dry due to factors such as weather, harsh chemicals, or improper care.

By identifying these common issues early on, you can take preventative steps to address them and maintain the health of your skin and hair.

6.5 Developing a Basic Skincare Routine

Cleansing and Moisturizing

A good skincare routine begins with cleansing, which helps remove dirt, oil, and impurities from the skin. Choose a cleanser suitable for your skin type to avoid irritation or dryness. After cleansing, moisturizing is essential to lock in hydration and keep the skin soft and smooth. For oily skin, opt for a lightweight, oil-free moisturizer, while dry skin benefits from richer, more hydrating formulas.

6.5.1 Sun Protection

Protecting your skin from the harmful effects of the sun is crucial in preventing premature aging, skin damage, and other skin conditions. Using sunscreen with a Sun Protection Field (SPF) of at least 30 is essential to shield your skin from ultraviolet (UV) rays. Make it a habit to apply sunscreen daily, even on cloudy days, and reapply it every two hours when outdoors.

In the days when smog is very high, using a face mask is also important to save your skin from certain problems.

6.6 Effective Haircare Practices

a. Washing and Conditioning

Washing your hair regularly helps remove dirt, oil, and buildup from styling products. The frequency of washing depends on your hair type and lifestyle. For example, oily hair may need more frequent washing, while dry hair may benefit from washing less often. Conditioning after washing helps nourish and hydrate the hair, making it softer and more manageable.

b. Styling Appropriately

Styling your hair appropriately involves using the right products and techniques that suit your hair type and texture. Avoid over-styling or using harsh chemicals that can harm your hair's health.

6.7 Treatments for Specific Concerns

If you experience specific concerns like acne, dandruff, or hair thinning, consider using targeted treatments. For example, over-the-counter acne creams or shampoos designed to reduce dandruff can help manage these issues effectively. However, it is important to seek professional advice if the problem persists or worsens.

6.8 Dressing Appropriately for Different Occasions

Dressing appropriately for different occasions is an essential aspect of personal grooming and plays a key role in making a positive impression. The way you dress reflects not only your style but also your understanding of social and professional expectations.

Dressing appropriately for the occasion shows that you understand the event's formality and purpose, and it communicates respect for the people involved. Whether you are attending a formal gathering, a business meeting, or a casual get-together, wearing the right attire demonstrates that you are mindful of social expectations and are prepared for the occasion. Proper attire can help you feel more confident, comfortable, and ready to engage in the event at hand.

Different occasions often come with specific dress codes, and understanding these can help you choose the right outfit. The main dress codes include:

- a. **Casual:** This is the most relaxed dress code, typically worn for informal events, casual outings, or social gatherings with friends and family. Examples include jeans, T-shirts, Shalwar Qameez and casual shoes.
- b. **Business Casual:** Business casual attire is suitable for professional settings where formal attire may not be necessary, such as casual office environments or meetings. Examples include dress pants or trousers with button-up shirts or paired with shoes like loafers or flats.
- c. **Formal:** Formal dress codes are typically reserved for events such as formal office or business meetings etc. This includes suits, tuxedos, formal dresses, and dress shoes.
- d. **Cultural Dress Codes:** In certain settings, dressing according to cultural norms or traditions is essential. This may involve wearing specific outfits for religious ceremonies, festivals, or other cultural events that honour heritage and customs.

Each dress code serves a purpose, and understanding these categories will help you decide what to wear to match the occasion.

6.9 Selecting Outfits for Various Occasions

a. Choosing the Right Fit and Style

When selecting outfits for different occasions, it is important to focus on both fit and style. Clothes should fit your body properly to ensure comfort and confidence. Clothes that are too tight or too loose can make you feel uncomfortable and may negatively affect your appearance.

Pay attention to the occasion's dress code and choose clothes that complement your body type, personal style, and the overall formality of the

event. For example, formal occasions call for structured clothing, while casual events may allow for more relaxed fits.

b. Coordinating Accessories and Footwear

Accessories and footwear play an essential role in completing your outfit. A well-chosen accessory, such as a watch, tie, or scarf, can elevate your appearance and add a personal touch. Shoes are equally important, as they should match the formality of your outfit. For example, formal shoes like loafers or dress shoes are suitable for business meetings, while sneakers or sandals may be more appropriate for casual outings.

c. Understanding Cultural Expectations

In many societies, dressing in accordance with cultural norms is essential. Being mindful of cultural expectations helps you show respect for the customs and traditions of the people around you. In workplaces or social settings, you should also consider the cultural norms and preferences of the people you interact with to ensure that your dressing choices are appropriate.

EXERCISE

A. Choose the most appropriate answer.

1. The most important aspect of personal hygiene is:

- (a) wearing fashionable clothes
- (b) applying makeup
- (c) keeping a tidy room
- (d) regularly washing hands

2. The skin type, characterized by dryness and flakiness is:

- (a) oily skin
- (b) combination skin
- (c) dry skin
- (d) normal skin

3. The primary purpose of using sunscreen daily is to:

- (a) protect skin from UV rays
- (b) keep the skin moisturized
- (c) improve skin texture and tone
- (d) remove acne and freckles

4. One of the major benefits of maintaining good hygiene is that it:

- (a) increases social media followers
- (b) reduces the risk of infections and diseases
- (c) makes one famous
- (d) improves one's memory

5. A preventive measure for dealing with dandruff is:

- (a) avoiding shampoo
- (b) using harsh chemicals
- (c) using dandruff-specific shampoo
- (d) applying heavy oils to the scalp

B. Answer the following questions briefly:

1. Why is personal hygiene important for overall health?
2. Name one common hair care issue and provide a solution for it.
3. What is the role of sunscreen in a skincare routine?
4. What are the primary components of a basic skincare routine?
5. How can you prevent acne through proper skincare?

C. Match the items in Column A with the correct descriptions in Column B.

Column A	Column B
1. Oily skin	a. Suitable for social gatherings and professional settings
2. Business Casual	b. Common issue caused by clogged pores and excess oil
3. Acne	c. Helps protect skin from harmful UV rays
4. Sunscreen	d. Requires regular washing and oil-free products
5. Formal Attire	e. Ideal for weddings, galas, or business meetings

D. Answer the following questions in detail:

1. Explain the significance of maintaining healthy skin and hair as part of personal grooming. Discuss how it impacts health, self-confidence, and social interactions.

2. Describe how to identify different skin types and explain the specific care required for each type.
3. What are the basic hygiene practices that should be followed daily to maintain cleanliness and prevent health issues? Provide examples.
4. Discuss the different dress codes (casual, business casual, formal, and cultural) and explain when and why each is appropriate.
5. Explain how dressing appropriately for different occasions impacts first impressions and professional credibility.

E. Activities:

Activity-1: Daily Hygiene Routine Chart

Ask students to create a Daily Hygiene Routine Chart for themselves. This chart should include steps for oral care, like brushing teeth, flossing, bathing, nail care, hair care and skin care. The template in their notebooks should include a morning routine and an evening routine.

Ask students to fill in their current routines and identify any areas they might improve or where they need more attention. After completing the chart, students should write a short paragraph reflecting on how regular grooming practices can impact their health, self-confidence, and overall well-being. Encourage them to discuss any changes they would like to make to their routines.

Activity-2: Dress for the Occasion

Prepare a set of scenario cards that describe various occasions. Examples might include a job interview at a corporate office, a family wedding, a casual outing with friends, a formal business presentation, a religious or cultural event (e.g., Namaz-e-Eid (Eid Prayer), wedding, a day at school.

In pairs or small groups, students should select one card and discuss what type of outfit they would wear for that specific occasion. They should consider formality level, cultural norms, accessories and footwear. Each group will present their selected occasion and describe the outfit they chose, explaining why it is appropriate for that situation. They should also explain how their choice of outfit might influence first impressions.

Chapter 7

SOCIAL MANNERS

Student Learning Outcomes:

After completion of this chapter students will be able to:

- identify key elements of proper dining etiquette in formal and informal settings.
- explain the significance of table manners and appropriate behaviour during meals.
- demonstrate correct use of cutlery, napkins, and table settings in formal dining situations.
- apply dining etiquette principles to create a polished and respectful impression.
- describe the roles and responsibilities of hosts and guests at formal events.
- analyze the importance of planning, organization, and courtesy in successful event hosting and attendance.
- plan and execute formal events with attention to detail, including invitations, seating arrangements, and decor.
- exhibit appropriate behaviour as a guest, such as punctuality, gratitude, and adherence to event protocols.
- explain the role of cultural norms and traditions in shaping social etiquette.
- compare variations in social expectations across different cultures and contexts.
- adapt communication and behaviour to respect and accommodate diverse cultural practices.
- demonstrate cultural awareness and sensitivity to foster inclusive and respectful social interactions.

Every human being needs food for existence. It is the need of our body. Most of the people dine at least twice a day. Let us learn the etiquette of dining.

7.1 Dining Etiquette

From suitable dressing to the way you communicate with others, all matter a lot. Another important characteristic of a well-groomed personality is following the dining etiquette.



Dining etiquette is an essential part of formal and informal settings. Whether you are attending a family dinner, a formal event, or a casual gathering, understanding and applying proper dining manners helps create a respectful and polished impression.

7.1.1 Key Elements of Dining Etiquette

Dining etiquette refers to the proper and respectful way of having meals. While dining practices may vary across cultures, there are several universal rules that help make dining experiences more pleasant. The key elements include:

- **Table Setting:** The way the table is set reflects the formality of the meal. In formal settings, cutlery, glasses, and plates are arranged systematically to ensure a smooth and organized meal.

A formal table setting typically includes multiple utensils like a soup spoon, dessert spoon, fork, knife, and glassware for drinking water.

- **Cutlery Usage:** The proper use of cutlery is crucial. In formal dining, the rule is to start using the utensils from the outside and work your way inward, as each set of utensils is meant for a specific course of the meal. The knife is held in the right hand, and the fork is held in the left hand while eating, if used, usually in specific setting.
- **Napkin Etiquette:** The napkin is used to wipe the mouth during the meal. When seated, you should place the napkin on your lap. After using it, fold it neatly and place it to the left of your plate. Do not use the napkin as a tissue.

Every human being needs food for existence. It is the need of our body. We dine at least twice a day. Let us know the etiquettes of dining:

7.1.2 Table Manners and Behaviour During Meals

Good table manners are important for creating a positive impression. They are a sign of respect for others and reflect your upbringing and understanding of social norms. Here are some key table manners to follow:

- a. **Chewing with Mouth Closed:** Start with Bismillah or any prayer as per your religion and chew your food with your mouth closed and avoid making noise

while chewing. This demonstrates good manners and helps maintain a pleasant dining atmosphere. Chew thoroughly and avoid rushing.

- b. Speaking Politely:** Avoid talking with food in your mouth. Wait until you have swallowed your food before engaging in conversation. Always speak politely and avoid raising your voice or interrupting others. Do not criticize food; if disliked, simply refrain from eating it.



- c. Passing Food:** When passing food, offer it to others before serving yourself. If someone requests a specific item, pass it to them directly instead of reaching across the table. Take food from the part of the plate closest to you, not the center.
- d. Sit Respectfully:** Avoid reclining arrogantly or lying down while eating. Also, avoid resting your elbows on the table while eating. Keep your posture straight and use the table for support only when necessary. Blowing on hot food is against the table manners.
- e. Fork and Knife Use:** In formal settings, the fork is held in one hand, and the knife is held in the other hand while cutting food. Cut only small portions at a time and do not overload your fork or spoon. Use a spoon as you need.

7.2 Use of Cutlery and Napkin

Start with the outermost utensils for the first course and work your way inward. For example, a soup spoon will be placed on the outermost side, and a fish fork will be placed next to the plate if fish is served. The dessert spoon or fork is placed above the plate.

When you sit at the table, immediately place the napkin on your lap. If you need to leave the table temporarily, place the napkin on your chair. After finishing the meal, fold the napkin and place it to the left of your plate. Never leave a napkin on the chair or under the table.

7.3 Groomed and Respectful Impression

Dining etiquette is not only about the proper use of cutlery but also about displaying respectful behaviour during the meal. To create a polished impression one needs the following acts:

7.3.1 Be Punctual

Arriving on time for a meal is an essential part of dining etiquette. It shows respect for the host and other guests.

Do You Know?

In the 16th century, Europeans believed that it was impolite to use utensils like forks? They were seen as a sign of luxury. It wasn't until later that forks became common for everyone, and now, they are an essential part of dining etiquette worldwide!

7.3.2 Engage in Pleasant Conversation

Keep the conversation light and respectful. Avoid controversial topics and make sure everyone feels included in the discussion.

7.3.3 Wait for the Host

In formal settings, it is polite to wait for the host to begin the meal before you start eating. This demonstrates respect for their position.

7.3.4 Greetings and Gratitude

After the meal, always thank the host for the meal and the company. A thank you note leaves a lasting positive impression.

7.4 Hosting and Attending Formal Events

Formal events are occasions where people gather to celebrate, commemorate, or conduct business in a structured setting. These events require a high level of planning, organization, and etiquette to ensure a smooth and enjoyable experience for everyone involved. Whether you are hosting or attending a formal event, understanding your role and responsibilities is key to ensuring success.

7.4.1 Role and Responsibilities of Hosts and Guests

At formal events, both hosts and guests have specific roles and responsibilities to ensure the event is successful and enjoyable.

i. Responsibilities of Hosts

- a. Planning and Organizing:** The host is responsible for organizing the event, including deciding on the venue, sending invitations, preparing the guest list, and arranging seating.
- b. Welcoming Guests:** It is the host's duty to greet guests as they arrive, introduce people to one another, and ensure that everyone feels comfortable and included.
- c. Ensuring Comfort:** The host should make sure that all guests are taken care of, offering food, drinks, and any other necessities. The host should also ensure that any special needs are met.
- d. Maintaining Flow:** The host is responsible for keeping the event organized, making sure the program flows smoothly and everyone participates in the event activities.

ii. Responsibilities of Guests

- a. Punctuality:** Guests should arrive on time, neither too early nor too late, to show respect for the host and other guests.
- b. Adhering to Event Protocols:** Guests should follow the event's rules, dress code, and social norms, such as waiting for the host to begin the meal or ceremony.
- c. Engagement:** Guests should participate politely in conversations, avoid monopolizing discussions, and be respectful towards other attendees.
- d. Gratitude:** At the end of the event, guests should express their gratitude to the host for the invitation and the experience, either in person or through a thank-you note.

7.4.2 Importance of Planning, Organization, and Courtesy

Hosting and attending formal events requires careful planning, organization, and courtesy to ensure that everything runs smoothly. These elements are critical for creating a positive environment and ensuring the event's success.

a. Planning and Organization:

Every detail of a formal event, from invitations to the agenda, should be planned in advance. This includes selecting the venue, deciding on the theme, and arranging for food, drinks, and entertainment. A well-organized event makes everyone feel at ease and shows respect for the guests' time.

Proper seating arrangements are essential in formal settings. The host should consider the relationships between guests, the hierarchy of attendees (e.g., senior guests or important figures), and any cultural norms when assigning seats.

The decor sets the tone for the event. Whether it is a corporate dinner, wedding, or a formal gathering, the venue should be decorated to suit the event's theme. The right decor enhances the experience and adds to the overall atmosphere of the event.

b. Courtesy in Hosting and Attending

Courtesy is key at formal events. Hosts should be respectful, attentive, and polite towards all guests, while guests should express gratitude and appreciation for the event and the hospitality.

In formal settings, guests should follow expected behaviours, such as adhering to the dress code and following dining etiquette. This respect for the event's protocols enhances the social experience for everyone.

At formal events, avoiding disruptions or inappropriate behaviour is essential. This includes managing noise levels, avoiding personal conflicts, and refraining from controversial or offensive topics of conversation.

7.5 Planning and Executing Formal Events

Planning a formal event requires attention to detail. Here's how you can plan and execute a successful event.

Event Planning Checklist for Hosts

1. Event Concept and Theme

- ☐ Decide on the event type (e.g., formal dinner, casual gathering, celebration).
- ☐ Choose a theme (e.g., seasonal, cultural, elegant).
- ☐ Set the tone (formal, informal, festive, etc.).

2. Budgeting

- ☐ Set a budget for the event.
- ☐ Allocate funds for food, drinks, decor, entertainment, and venue (as applicable).
- ☐ Account for any additional expenses (invitations, transportation, etc.).

3. Venue and Location

- ☐ Choose the venue (home, restaurant, event hall, etc.).
- ☐ Book a convenient venue in advance (if external).

4. Invitations

- ☐ Create a guest list.
- ☐ Design and send out invitations (physical or digital) well in advance.
- ☐ Confirm the final guest count.

5. Menu Planning

- ☐ Decide on the menu (consider dietary restrictions and preferences).
- ☐ Order food from a caterer or prepare it yourself.
- ☐ Organize the necessary serving equipment (plates, glasses, etc.).

6. Seating Arrangements

- ☐ Plan the seating arrangement based on the guest list.
- ☐ Consider a seating chart if necessary (for formal events).

7. Decor and Ambiance

- ☐ Choose a decor style that aligns with the theme.
- ☐ Decorate the venue with appropriate items (flowers, table settings, candles).
- ☐ Arrange lighting to create a warm and inviting atmosphere.

8. Event Timing and Schedule

- ☐ Plan the event's start and end time.
- ☐ Create a timeline for key activities (e.g., welcome speech, dinner).

9. During the Event

- ☐ Greet guests as they arrive.
- ☐ Introduce guests to one another, especially if they don't know each other.
- ☐ Ensure that everyone is comfortable and well-fed throughout the event.

10. Post-Event

- ☐ Send thank-you notes to guests for attending.

7.6 Cultural Sensitivity in Social Interactions

Cultural sensitivity in social interactions is crucial for building positive relationships and promoting mutual respect. Understanding cultural norms and traditions plays a significant role in shaping how people communicate and behave in different social settings. Whether in the classroom, at work, or in a casual setting, demonstrating cultural awareness ensures that social interactions are inclusive and respectful.

7.6.1 Cultural Norms and Social Etiquette

Cultural norms and traditions significantly influence the way people interact in society. These unwritten rules dictate acceptable behaviour, social expectations and communication styles within different communities. Each culture has its own set of values and traditions that impact everything from greeting people to dining practices, gift-giving, and even body language.

In some cultures, greetings are formal and include specific titles or gestures, such as bowing in Japan or shaking hands in many Western countries. In others, greetings might be more casual and involve close physical proximity or specific rituals, like shaking with both hands or hugging the guests in Pakistan keeping in view gender sensitivity.

Cultural norms often dictate how respect is shown, especially toward elders or people in authority. For example, in many Asian cultures, deference to elders is a strong value, and younger people are expected to show respect by offering seats or addressing elders using titles.

Different cultures have varying expectations regarding how food is served, eaten, and shared. In some cultures, eating together is a communal activity, while in others, individual portions are prioritized. The use of utensils, such as chopsticks or forks, also varies across cultures. Similarly, taking drinks vary in cultures.

7.6.2 Social Expectations Across Cultures

Cultural norms are not only influenced by geographic location but also by factors like religion, socioeconomic status, and local customs. Understanding how these elements affect social expectations is essential for respectful interactions. Here are some key variations in social expectations:

a. Communication Styles: Some cultures emphasize direct communication, where people are expected to express their thoughts clearly and openly. In contrast, other cultures favour indirect communication, where people may imply their thoughts or speak more diplomatically to avoid confrontation.

b. Time Sensitivity: In some cultures, being punctual is highly valued and is seen as a sign of respect. In others, time may be viewed more flexibly, and being late is less of an issue. Understanding this cultural difference can prevent misunderstandings in professional and social situations.

c. Gift-giving: The practice of giving gifts varies greatly from culture to culture. In some cultures, gifts are given as a symbol of respect and appreciation, while in others, they may be seen as a gesture of affection or hospitality. The types of gifts given, the manner in which they are presented, and the timing of the exchange can all differ.

REMEMBER

In many cultures, the way we eat can be influenced by tradition. For instance, in Pakistan, it is common to eat with your hands using *Roti* or *Naan*, a type of flatbread, to scoop up food. In contrast, in Western countries, using utensils like forks, knives, and spoons is the norm. In Japan, slurping noodles is considered polite and shows appreciation for the meal. These unique dining customs reflect the rich cultural diversity in how people experience food around the world!

7.7 Cultural Awareness and Sensitivity

To foster inclusive and respectful social interactions, it is essential to demonstrate cultural awareness and sensitivity. This means not only understanding cultural differences but also actively respecting them. Here are some ways to do this:

i. Recognize that each individual is shaped by their cultural background and that diversity brings unique perspectives to social and professional settings.

Celebrate and appreciate this diversity instead of viewing it as something to be tolerated.

ii. Use language that is inclusive and respectful of all cultures. Avoid stereotypes or generalizations about specific cultural groups and be mindful of terms that may be offensive or hurtful.

iii. Being sensitive to religious practices, such as Rozah (fasting) during Ramadan or offering Namaz (praying) during specific times of the day, shows respect for others' beliefs and values. If you are unsure about religious practices, ask politely and accommodate when necessary.

EXERCISE

A. Choose the most appropriate answer.

1. A key element of dining etiquette in formal settings is:

- (a) speaking loudly
- (b) using the proper cutlery
- (c) using the table as one likes
- (d) ignoring the table setting

2. The primary responsibility of a host at a formal event is to:

- (a) arrive later than the guests
- (b) serve food last
- (c) make sure the event runs smoothly
- (d) leave the event early

3. Guests can show gratitude after a formal event by:

- (a) ignoring the host
- (b) sending a thank-you note
- (c) leaving without saying goodbye
- (d) not participating in conversations

4. An example of respecting cultural norms is:

- (a) using inclusive language
- (b) ignoring dress codes
- (c) criticizing other cultures
- (d) talking loudly at cultural events

5. An appropriate way to greet someone in a formal setting is to:

- (a) hug them immediately
- (b) shake hands or use culturally appropriate gestures
- (c) ignore them
- (d) ask them personal questions

B. Answer the following questions briefly:

1. What are the key elements of dining etiquette in formal settings?
2. Why is punctuality important when attending a formal event?
3. What role does a host and a guest play during a formal event?
4. Why is it important to respect cultural norms and traditions in social interactions?
5. How can good table manners contribute to a positive social experience?

C. Match the phrases in Column A with the appropriate ones from Column B:

Column A	Column B
1. Hosts' responsibility	a. Waiting for others to start eating
2. Guests' responsibility	b. Sending thank-you notes after an event
3. Cultural norm	c. Making sure the event runs smoothly
4. Table manner	d. Respecting the time and arriving on time
5. Punctuality	e. Greeting with culturally appropriate gestures

D. Answer the following questions in detail:

1. Explain the roles and responsibilities of hosts and guests at formal events. Discuss how each contributes to the overall success of the event.
2. Analyze the significance of cultural norms and traditions in shaping social etiquette. How do they influence our behaviour and interactions with others?
3. Compare and contrast the social expectations in different cultures regarding greetings, gift-giving, and dining etiquette. Provide examples of cultural differences.

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4. Discuss how one can plan and execute a formal event, ensuring attention to detail in areas like invitations, seating arrangements, and decor.
 5. Explain how cultural awareness and sensitivity can foster inclusive social interactions. Discuss how respecting and adapting to different cultural practices can lead to positive social outcomes.

E. Activities:

Activity-1: Table Etiquette Roleplay

In small groups, set up a mock dining table with plates, cutlery, and napkins. Take turns playing the role of a host and a guest at a formal dinner. Practice table manners: using the correct cutlery, chewing with your mouth closed, passing food politely, and using a napkin. After the role-play, discuss what went well and areas for improvement.

Chapter 8

PROFESSIONAL ETIQUETTE

Student Learning Outcomes:

After completion of this chapter students will be able to:

- recognize the importance of proper manners in social and professional settings.
- understand key principles of respect, courtesy, and cultural sensitivity in interactions.
- identify behaviours that foster positive relationships in diverse environments.
- demonstrate polite and respectful behaviour in social and workplace interactions.
- practise active listening and appropriate responses to different situations.
- manage conflicts or misunderstandings with tact and professionalism.
- comprehend the significance of making a strong first impression through greetings and introductions.
- understand the cultural nuances and formalities involved in greeting others.
- recognize the appropriate use of verbal and non-verbal cues during introductions.
- confidently greet others with proper etiquette, including handshakes, smiles, and eye contact.
- introduce oneself and others clearly and appropriately in formal and informal contexts.
- adapt greetings and introductions based on cultural and professional norms.
- understand the importance of clear and professional communication in telephonic and email interactions.
- recognize common mistakes that can impact the effectiveness of communication.
- learn the principles of tone, structure, and timeliness for phone calls and emails.
- conduct professional phone conversations, including proper greetings, clear articulation, and effective closing statements.
- handle voicemail and missed calls appropriately.
- draft and review emails with proper structure, tone, and attention to detail to ensure clarity and professionalism.

In a professional environment, the way we interact with colleagues, clients, and others plays a significant role in shaping our reputation and fostering a positive work culture. Proper workplace manners are not only about being polite but also about demonstrating respect, courtesy, and cultural sensitivity in all

interactions. Good workplace manners help build a cooperative and respectful atmosphere, where everyone feels valued and motivated.

8.1 Importance of Proper Manners

In both social and professional settings, proper manners are essential for creating a positive and productive environment. They help in establishing trust and mutual respect, which are crucial for successful relationships.



First impression is always important. Whether you are meeting someone for the first time or interacting with a long-time colleague, your behaviour leaves a lasting impression. Using polite greetings, being punctual, and maintaining professional body language reflect well on you.

When everyone practises proper manners, it leads to a more cooperative, inclusive, and harmonious environment. People feel respected and appreciated, contributing to higher morale and team spirit.

8.1.1 Professional Etiquette and Cultural Sensitivity

Respect, courtesy, and cultural sensitivity are foundational principles that guide positive workplace interactions.

Treating colleagues, clients, and customers with dignity, valuing their contributions, and honouring their time and opinions is critical. This includes speaking to others politely and giving them the opportunity to express their ideas.

Simple gestures, such as saying “please,” “thank you,” and “excuse me,” go a long way in creating a respectful atmosphere. Being courteous also includes maintaining good manners when answering calls or responding to emails.

Do You Know?

In Japan, bowing is a common way to greet others and show respect. The deeper the bow, the more respect is shown!

Being aware of cultural differences in communication, values, and traditions helps to avoid misunderstandings and promotes inclusivity.

Professional etiquette means showing specific behaviour in educational institutions, offices and other professional workplace settings.

8.1.2 Professional Etiquette in Diverse Environments

Building positive relationships in diverse work environments requires understanding and adapting to different personalities, work styles, and cultural backgrounds. Here are some key behaviours to foster these relationships:

- i. Active listening is the key to positive relationships. Giving full attention to the speaker, avoiding distractions, and responding thoughtfully promotes effective communication and helps in understanding different perspectives. It is important to listen more than you speak in order to build trust.
- ii. Collaboration and teamwork are equally important. Working well with others is a crucial skill in any professional setting. Respecting diverse viewpoints, sharing responsibilities, and helping teammates contribute to a productive and harmonious workplace.
- iii. Being open to new ideas and approaches shows respect for others' input. It is important to remain flexible and adaptive in an environment where diversity is valued.
- iv. When someone is speaking, avoid interrupting them. Give them time to express their thoughts fully before you respond.
- v. Addressing conflicts calmly is an art. When a conflict arises, approach it with a calm and open mindset. Avoid reacting emotionally and focus on finding a solution. Seeking win-win solutions is another way of resolving conflicts. Try to understand the perspectives and look for a resolution that benefits everyone. Collaboration and compromise are important in resolving workplace conflicts.
- vi. It is equally important to avoid gossip and negative behaviour. Negative behaviour such as gossiping, spreading rumours, or speaking ill of others can

damage relationships and harm the work environment. Always maintain professionalism, even in difficult situations.

8.2 Greeting and Introducing Oneself

First impressions are crucial in social and professional settings, and the way we greet others and introduce ourselves can set the tone for future interactions. A confident, respectful greeting followed by a well-considered introduction is a key to establishing positive relationships.

REMEMBER

When introducing yourself in a formal setting, it is best to state your full name and position and offer a brief background if required.

8.2.1 Significance of Making a Strong First Impression

The first impression you make on someone can significantly influence the future of your relationship with them.

Create a Positive First Impression	A confident and respectful greeting shows that you value the other person and the interaction. It establishes trust and mutual respect, which can lead to a productive and professional relationship.
Establish Credibility	The way you present yourself at the beginning of a meeting, whether formal or informal, speaks volumes about your professionalism, confidence, and approachability. A strong first impression can set the stage for future collaboration and opportunities.
Set the Tone for Future Interactions	A warm and respectful greeting creates a positive atmosphere that helps foster better communication and smoother interactions throughout the relationship.

Table 8.1 Benefits of a Well-Executed Greeting

8.2.2 Verbal and Non-Verbal Cues during Introductions

Both verbal and non-verbal cues are crucial in greetings and introductions, as they convey respect, attentiveness, and confidence.

Using appropriate language during greetings and introductions is important. A simple „Assalam-o-Alaikum“, "Hello," "Good morning," or "Pleased to meet you" can convey politeness and respect.

Non-verbal communication such as body language, facial expressions, and gestures plays a significant role. A firm handshake, maintaining eye contact, and offering a friendly smile all demonstrate confidence, openness, and respect. Avoid slouching or crossing your arms, as these can signal disinterest or discomfort.



Keep your posture open and friendly. Avoid crossing your arms, which may suggest defensiveness. When introducing yourself, stand tall and offer a firm handshake (when culturally appropriate), maintaining eye contact to show attentiveness and respect.

8.2.3 Adapting Greetings to Cultural and Professional Norms

Greetings and introductions must be adapted depending on cultural and professional norms. When greeting someone from a different culture, research or observe local customs to ensure you are following proper etiquette.

In informal settings with friends or close colleagues, greetings may be more relaxed.

However, still maintain politeness and avoid overly casual or disrespectful language or behaviour.

THINGS TO REMEMBER

- Confidently greet others.
- Introduce oneself and others clearly.
- Adapt your greetings and introductions to suit cultural and professional norms.

8.3 Telephone and Email Etiquette

Mastering the principles of tone, structure, and timeliness will enhance the quality and professionalism of your phone calls and emails. The table below shares some important tips to maintain telephone and email etiquette.

Aspect	Telephone Etiquette	Email Etiquette
Tone	Your tone of voice conveys a lot about your attitude. Aim for a friendly, respectful, and calm tone during phone calls. Avoid sounding overly casual or abrupt.	Ensure your language is polite and neutral, especially in formal or professional emails. Avoid using all caps, as this can be interpreted as shouting.
Structure	In phone calls, introduce yourself and clearly state the purpose of your call. Be organized in your speech, and summarize key points at the end of the conversation.	A well-structured email should include a clear subject line, a polite salutation, a concise body with relevant details, a respectful closing like "Sincerely," or "Best regards" and a signature with your full name and contact details
Timeliness	Respond to phone calls promptly and avoid leaving callers waiting for too long. If you cannot answer, let the caller know when you will be available or offer to return the call at a convenient time.	Respond to emails in a timely manner. Aim to reply within 24 hours and always acknowledge receipt of important emails if a detailed response will take time.

Table 8.2

8.3.1 Handling Voicemail and Missed Calls

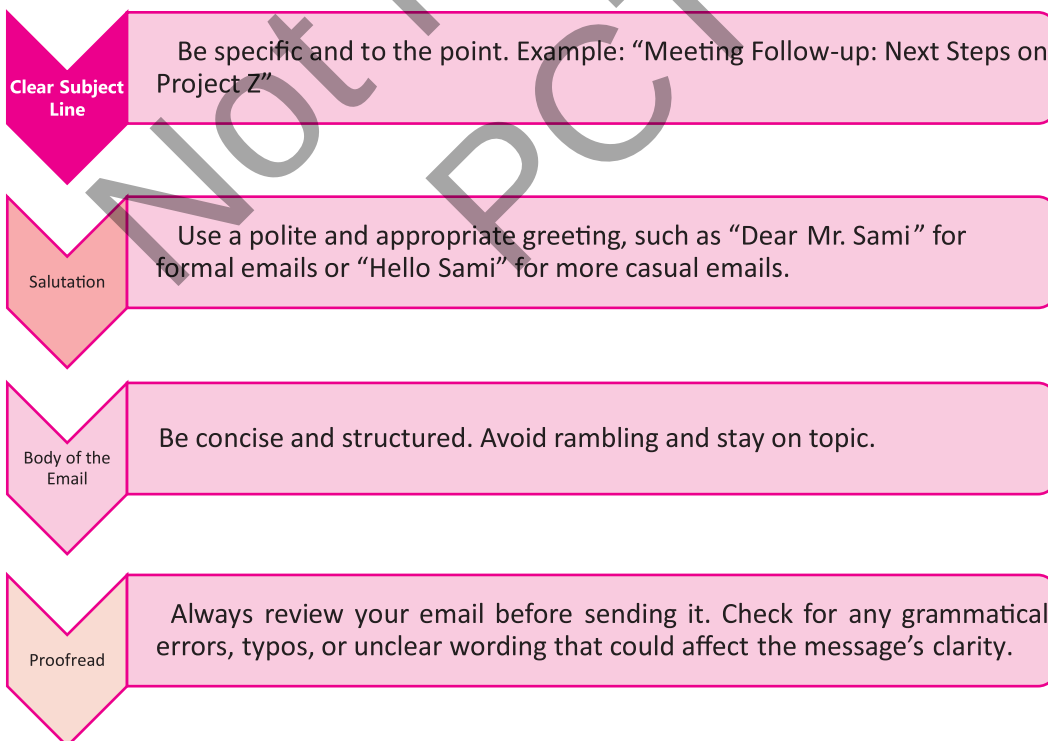
Voicemail and missed calls are part of professional communication. Handling them in an effective way is crucial in any formal setting.

Always leave a clear, concise message when leaving a voicemail. Include your name, the purpose of your call, and how the person can contact you. For example: "Hello, this is Shamim from Government Girls High School, Shahdara. I'm calling regarding the upcoming parent-teacher meeting. Please call back at 042-0011012 for further information. Thank you!"

If you miss a call, return it as soon as possible. Leave a brief voicemail if the person doesn't answer. Also, follow up with an email if necessary.

8.3.2 Drafting Professional Emails

To maintain professionalism in email communication, follow these steps:



EXERCISE

A. Choose the most appropriate answer:

1. Which of the following is a good first impression in a professional setting?
(a) a quick handshake and a smile (b) ignoring the person's name
(c) avoiding eye contact (d) speaking too quickly without clarity
2. What should you do if you miss an important phone call?
(a) ignore it and move on (b) wait for them to call you back
(c) return the call as soon as possible (d) send a text instead of calling back
3. Which of the following is the correct tone for a professional email?
(a) casual and conversational (b) overly formal and stiff
(c) respectful and polite (d) sarcastic and humorous
4. What is the main focus of telephone etiquette?
(a) communicating clearly and professionally (b) providing as much information as possible
(c) making small talk (d) speaking as quickly as possible
5. What should you do when leaving a voicemail?
(a) keep the message vague (b) leave no message
(c) provide your contact information and reason for calling (d) end with "call me back whenever"

B. Answer the following questions briefly:

1. Why is proper telephone etiquette important in a professional setting?
2. What are some key elements to include when introducing yourself in a formal context?
3. Describe the proper way to handle a missed call in a professional manner.
4. Explain the concept of non-verbal communication and give one example.
5. How can you ensure that your phone conversation is professional and effective?

C. Match the phrases in Column A with the appropriate ones from Column B:

Column A	Column B
1. Proper Greeting	A. Leaving a concise and polite message when you can't reach the person.
2. Professional Email	B. Offering a firm handshake and eye contact to make a good first impression.
3. Workplace Manners	C. Demonstrating good posture and active listening during conversations.
4. Effective Phone Conversation	D. Introducing oneself clearly and mentioning key information like name and title.
5. Introduction in Professional Settings	E. Addressing colleagues politely and maintaining professionalism at all times.
6. Voicemail Etiquette	F. Communicating with clarity and in a courteous tone in written form.

D. Answer the following questions in detail:

1. Discuss the key principles of telephone etiquette in a workplace setting.
2. Explain how the use of proper greeting and introduction can influence the impression you leave in both formal and informal professional settings.

3. Describe some workplace manners.
4. What are the strategies for professional etiquette in diverse environments?
5. In a globalized professional environment, why is cultural sensitivity crucial?

E. Activities:

Activity-1: Role-Play – Greeting and Introducing People

Divide the class into pairs or small groups. Provide each group with a scenario card. Examples of scenarios could include meeting a new class fellow in a classroom setting, introducing yourself at a wedding reception, introducing a guest speaker in a school function and greeting a client in a business meeting.

In their groups, students will act out the scenario, focusing on proper greetings, clear introductions and cultural considerations. After the role-play, each group will briefly explain what they did and why their choice of greeting and introduction was appropriate for the situation.

Activity-2: Email Drafting Exercise

Provide students with a scenario where they need to send a professional email. For example sending an email to a teacher asking for an extension on a project deadline, writing a formal thank-you email after being selected as class prefect, sending a polite follow-up email after a meeting etc.

Structure the email properly, including a professional greeting, body and closing etc. Ask the students to use appropriate language and tone and pay attention to spelling, grammar, and punctuation. After students have written their emails, ask them to exchange emails with a classmate and provide feedback on clarity, tone and professionalism.

Chapter 9

MEDIA AND DIGITAL COMMUNICATION

Student Learning Outcomes:

After completion of this chapter students will be able to:

- recognize the importance of respectful and responsible behaviour on social media platforms.
- understand the implications of posting, commenting, and sharing content online.
- identify the boundaries between personal and professional conduct on social media.
- apply appropriate etiquette when interacting with others on social media, including respectful language and tone.
- manage personal and professional social media profiles to maintain a positive digital presence.
- avoid behaviours such as over sharing, spamming, or engaging in online conflicts.
- understand the potential risks associated with irresponsible internet use, including data breaches, privacy issues, and cyberbullying.
- learn about ethical practices in using digital content, such as respecting intellectual property and avoiding plagiarism.
- recognize the importance of maintaining balance and setting boundaries for healthy internet usage.
- practice responsible internet habits, including safeguarding personal information and avoiding unsafe websites.
- identify and report inappropriate or harmful online activities.
- develop strategies to limit excessive internet usage and maintain a balanced digital lifestyle.
- comprehend how digital communication influences personal and professional reputations.
- understand the long-term implications of online actions, such as posts, comments, or shared content.
- recognize the significance of maintaining consistency between online and offline personas.
- curate digital content that reflects a positive and professional personal image.
- use appropriate language, tone, and visuals in digital communication to align with desired branding.
- Proactively manage and audit online profiles to ensure alignment with personal and career goals.

9.1 Basics of Social Media Etiquette

In the digital age, social media platforms have become an essential part of communication, both personally and professionally. However, with the widespread use of social media comes the responsibility to engage in respectful and responsible online behaviour. Social media etiquette ensures that interactions are positive, meaningful, and professional, while also safeguarding your reputation.

9.1.1 Responsible Behaviour on Social Media

Social media provides a powerful platform for expressing opinions, sharing experiences, and connecting with others. However, it is important to remember that everything you post or share can be seen by a wider audience than intended. Respectful behaviour on social media helps maintain a positive environment and fosters healthy communication. By being mindful of your tone, language, and content, you contribute to a respectful online community. Furthermore, respectful conduct protects your online reputation, as anything shared on social media is permanent and can have lasting consequences.



9.1.2 Posting, Commenting, and Sharing Content Online

Every action you take on social media, whether posting, commenting, or sharing content, can have significant implications. When posting content, it is essential to think carefully about how it may be perceived by others. A post that you might think is harmless could be misinterpreted or offend someone else.

Similarly, comments should always be constructive and respectful, even if you disagree with the content being shared. Sharing content can also have an impact. Make sure the content you share is appropriate and that it does not violate anyone's privacy or spread false information.

Understanding the implications of your actions on social media helps prevent misunderstandings and maintains a positive digital presence.

9.1.3 Managing Personal and Professional Social Media Profiles

To maintain a positive and professional digital presence, it is crucial to manage both personal and professional social media profiles carefully. Your personal profiles should reflect your personality and interests, but it is important to be cautious about the information you share, especially personal details that might not be suitable for a public audience.

9.2 Etiquette of Social Media Interactions

As social media becomes an integral part of both personal and professional lives, it is important to recognize the boundaries between personal and professional conduct. While it is natural to express personal opinions and share experiences on your personal social media accounts, it is equally important to maintain professionalism on platforms like LinkedIn, which are often used for career purposes.

9.2.1 Polite and Respectful Language and Tone

When interacting with others on social media, it is essential to use respectful language and maintain a polite tone. Whether you are posting a comment, responding to a message, or engaging in an online conversation, always ensure that your words are thoughtful and respectful. Avoid using sarcasm or offensive language, as these can be misinterpreted and potentially lead to conflicts. Additionally, even when you disagree with someone, it is important to express your opinion in a way that fosters respectful dialogue and maintains a positive environment.

Do You Know?

The first social media platform, Six Degrees, was launched in 1997, and it allowed users to create profiles and connect with friends. Today, platforms like Facebook and Instagram have billions of users worldwide!

For your professional profiles, such as LinkedIn, focus on career-related content, achievements, and networking opportunities. Ensure that your professional accounts present you in the best light and are aligned with your career goals. Separating personal and professional content on social media helps you manage your digital presence effectively and avoid blending inappropriate content with your professional image.

9.2.2 Avoiding Negative Behaviours

There are several negative behaviours on social media that can harm one's reputation and disrupt the online community. One of these is oversharing, which involves disclosing too much personal information or expressing opinions that are too controversial for public sharing.

Spamming, or flooding others' feeds with excessive posts, is another behaviour to avoid. This includes constantly self-promoting or sending unsolicited messages. Engaging in online conflicts is also detrimental; it is important to disengage from heated discussions or arguments and avoid contributing to negativity.

9.3 Responsible Internet Usage

The internet has become an integral part of daily life, providing vast opportunities for learning, entertainment, and communication. However, with the ease of access comes the responsibility to use the internet in a safe, ethical, and balanced manner. Responsible internet usage ensures that you protect your personal information, respect the rights of others, and engage in healthy online habits. It is important to understand the risks associated with irresponsible internet use, ethical practices for digital content, and strategies for maintaining a healthy balance in internet usage.

9.3.1 Understanding the Risks of Irresponsible Internet Use

The internet offers countless benefits, irresponsible use can lead to significant risks, including privacy breaches, data theft, and exposure to harmful content.

One of the most serious risks is cybersecurity threats, such as hacking, phishing, and identity theft. When personal information is shared on unsafe websites or with untrusted parties, it can be stolen and misused.

Similarly, cyberbullying is another risk that has gained attention in recent years, where individuals may be harassed or bullied online. It is crucial to recognize these risks and take measures to safeguard information and protect oneself and others from online harm. Irresponsible internet usage can also lead to legal issues, such as violating intellectual property rights or engaging in online fraud. Awareness of these risks is essential to using the internet responsibly.

9.3.2 Ethical Practices in Using Digital Content

In the world of digital content, it is important to follow ethical guidelines that promote fairness and respect for others' work. Intellectual property refers to the rights of creators over their work, whether it is music, art, writing, or software. Copying, sharing, or distributing digital content without permission is not only unethical but also illegal in many cases. It is important to respect the work of others by using content responsibly, whether through proper citation, seeking permission, or using content under fair use policies. Plagiarism, the act of copying someone else's work and presenting it as one's own, is a serious offense in academic and professional settings. Always ensure that any content being used, shared, or created is properly credited and follows copyright laws.

9.3.3 Setting Boundaries for Healthy Internet Usage

Excessive internet use can have negative effects on mental and physical health, leading to issues such as internet addiction, decreased productivity, and a lack of face-to-face interactions. To promote a healthy online lifestyle, it is essential to set boundaries for one's internet usage.

- i. Allocate specific time for activities like social media, gaming, or browsing.
- ii. Spend time on offline activities such as physical exercise, reading, and spending time with family and friends.
- iii. Maintain digital detox periods to take a break from screens to focus on self-care and mental well-being.

9.4 Practising Responsible Internet Habits

9.4.1 Safeguarding Personal Information

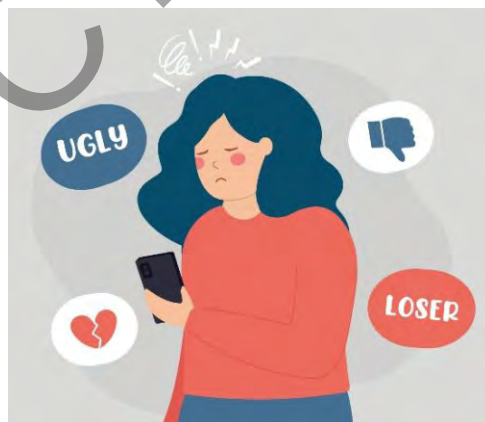
One of the most important aspects of responsible internet usage is protecting one's personal information. Be cautious about sharing sensitive details such as full name, address, or credit card information online. Ensure that the websites being visited are secure, marked by a padlock symbol and "https://" in the URL. Never share your passwords or login credentials with anyone, and use strong, unique passwords for each of your online accounts.

Avoid downloading files or clicking on links from unknown sources, as they could be harmful or contain malware.

9.4.2 Reporting Inappropriate or Harmful Online Activities

Inappropriate or harmful online activities can take many forms, including cyberbullying, online harassment, and the distribution of offensive or illegal content. It is important to recognize these activities and take action by reporting them to the appropriate authorities or platforms.

Social media networks, websites, and online services often have built-in reporting mechanisms for harmful content. Facebook, Twitter, Instagram, etc. have their own reporting mechanisms for inappropriate content. By reporting abusive behaviour, you contribute to making the internet a safer space for everyone. If you encounter something illegal, such as



explicit content or cyberbullying, report it to law enforcement or the relevant service provider. This helps maintain a respectful and safe online environment. Hacking, electronic fraud, cyberstalking, online defamation and hate speech, etc. may be reported through the Pakistan FIA Cybercrime website: <https://complaint.fia.gov.pk/>.

9.5 Impact of Digital Communication on Personal Image

In today's interconnected world, digital communication has a profound impact on how we are perceived, both personally and professionally. From the photos we post on social media to the comments we make in online discussions, every digital interaction shapes our reputation.

It is essential to understand the influence of our online presence and how it can either enhance or damage our personal and professional image.



9.5.1 Influence of Digital Communication on Reputation

Digital communication is one of the primary ways people interact today. In a professional context, an online image can influence career opportunities, client relationships, and professional networks. For example, posting inappropriate content or making negative comments can harm credibility and may make employers, clients, or colleagues question one's professionalism. On the other hand, sharing industry insights, participating in thoughtful discussions, or showcasing skills can boost professional reputation and open doors for new opportunities.

Do You Know?

Studies show that 60% of employers check social media profiles before hiring! Be sure to maintain a professional image online, as posts could influence career opportunities.

9.5.2 Long-Term Implications of Online Actions

While digital communication offers instant gratification and immediate feedback, it also carries long-term implications. Posts, comments, and shared content remain on the internet long after they are published. Even if content is deleted, it may still be accessible through other channels, such as screenshots or cached pages. This permanence means that any inappropriate or offensive content posted online can have lasting effects on your reputation.

In the professional realm, an employer or potential client may review your online presence before making hiring or business decisions. This means that careless or thoughtless posts made years ago can resurface and impact future opportunities. It is essential to be mindful of online actions and recognize that they contribute to long-term image and reputation.

9.6 Curating Digital Content for Positive Personal Image

To curate content that reflects a positive and professional personal image, it is important to be careful about what you share and how you interact online. Whether it is through posts, comments, or images, the content you publish should reflect your values, goals, and desired personal brand.



Showcase your skills. Share relevant accomplishments, projects, or professional insights that highlight your strengths and expertise.

9.7 Appropriate Language, Tone, and Visuals

Digital communication requires attention to language, tone, and visuals. These elements work together to create a consistent and professional online presence:

Use clear, respectful, and professional language in your digital communication. Avoid using slang, offensive terms, or overly casual language, especially in professional settings. Similarly, the tone of your posts, comments, and messages should reflect your personal and professional brand.

The images, videos, and graphics you share should also align with your desired image. Avoid sharing content that could be deemed unprofessional, offensive, or inappropriate. Ensure that visuals are high quality and appropriate for the platform.

Maintaining consistency in language, tone, and visuals across all platforms is essential to creating and maintaining a positive digital presence.

9.8 Managing and Auditing Online Profiles

To maintain a positive and professional image, it is essential to regularly manage and audit your online profiles. In order to audit your profiles, regularly review your social media accounts and remove any outdated, inappropriate, or inconsistent content. Ensure that your profiles align with your current personal brand and professional goals.

Make sure that your privacy settings are configured to protect your personal information and control who can access your profiles. Adjust your privacy settings based on the platform and your preferences.

Keep your professional profiles updated with new skills, achievements, and experiences. This helps present you as a dynamic and active professional, whether you are seeking new job opportunities or engaging in industry discussions.

Do You Know?

Oversharing on social media can make you vulnerable to privacy breaches. Avoid sharing sensitive personal information, like your address or financial details, online.

By proactively managing and auditing your online profiles, you ensure that your digital presence supports your personal and career goals.

EXERCISE

A. Choose the most appropriate answer:

1. If you post inappropriate content on social media, it:

- (a) could damage your personal and professional reputation
- (b) has no impact on your reputation
- (c) may be quickly deleted
- (d) will make you more popular

2. One of the risks associated with irresponsible internet usage is:

- (a) data breaches
- (b) more social media likes
- (c) increased followers
- (d) faster internet speed

3. A main implication of posting personal information online is that it:

- (a) can enhance your social media presence
- (b) can be used by others to impersonate you or steal your identity
- (c) increases your privacy
- (d) only impacts your personal life

4. An example of ethical use of digital content is:

- (a) copying and pasting someone else's work without credit
- (b) sharing someone's work with permission or proper credit
- (c) editing someone's content for personal gain
- (d) reposting offensive content

5. One can protect oneself from cyberbullying online by:

- (a) ignoring all online interactions
- (b) engaging in online arguments
- (c) reporting harmful behaviour
- (d) sharing personal information

B. Match the phrases in Column A with the appropriate ones from Column B:

Column A	Column B
1. Ethical use of digital content	A. Posting personal information that is unnecessary or too private

Column A	Column B
2. Curating content for a positive image	B. Regularly updating social media with career-related achievements
3. Managing professional profiles	C. Sharing someone else's work with proper credit or permission
4. Oversharing	D. Engaging in online arguments and conflicts
5. Reporting inappropriate online activity	E. Reporting harmful behaviour and blocking the bully

C. Answer the following questions briefly:

1. What are some long-term effects of posting inappropriate content online?
2. Why is it important to maintain consistency between your online and offline personas?
3. What are some examples of ethical practices when using digital content?
4. What steps can you take to protect your privacy and personal information online?
5. Why should you be cautious about engaging in online conflicts?
6. How can you ensure that your online presence is aligned with your career goals?

D. Answer the following questions in detail:

1. Explain the importance of maintaining a responsible and ethical digital presence.
2. Discuss the long-term consequences of actions like posting, commenting, or sharing content online.

3. How can you manage and audit your online profiles to ensure they align with your personal and career aspirations?
4. In what ways does oversharing personal information on social media contribute to potential risks such as identity theft or cyberbullying?
5. Describe the steps you can take to maintain a balanced digital lifestyle.

E. Activities:

Activity-1: Online Profile Audit

Get the students review their social media profiles (e.g., LinkedIn, Facebook, Instagram) if any. Guide them to remove any content that does not reflect their desired image or career aspirations. Ask them to update their information to ensure it is professional and current. Share one tip with the class on how to improve a professional online profile.

Activity-2: Research Internet Safety

Research three common internet security risks (e.g., phishing, identity theft, data breaches). Write a short paragraph for each explaining the risk and how to avoid it. Share your findings with the class and discuss the importance of practising responsible internet habits.