

INTRODUCING YOURSELF

1. Choose the right time and place to introduce yourself. Why is the time and place important?
2. When it's right, greet the other person and tell them your name. How should you present yourself (voice tone, facial expression, etc.)?
3. Ask their name if they don't provide it. What message does this convey to the other person when you ask for their name?
4. After the exchange of names, you should ask or tell the person something to help start a conversation. Why is this part of "Introducing Yourself"? How does it help with this skill?

INTRODUCING OTHER PEOPLE

1. Introduce others in a way that makes everyone comfortable. Start by saying the name of the first person and telling them the name of the second. In this step, who are you introducing? The first person or the second?
2. Next, name the second person and tell them the name of the first person. You have already said both names out loud in the first step. Why are we doing it again with the second person?
3. Now you need to say something that helps the two people get to know each other. Why is this step important?

GIVING A COMPLIMENT

1. In this "pro" social skill, the compliment should be genuine. The first step is deciding what you want to compliment about the other person. Why is a clear decision about this so important?
2. Next, you need to decide "how" to give the compliment. Is there a wrong way to give a compliment? If so, how?
3. Now, choose the right time and place to give the compliment. Give an example of a right time and place and a wrong time and place.
4. After completing all of the above steps, give the compliment. What is the point of giving a compliment? How can giving appropriate compliments help you in life?

ASKING FOR HELP

1. Before you ask for help, decide what your problem is. Why think first?
2. Next, decide if you actually "want" help for the problem. If you skip this step, how could it create problems?
3. If you do want help, think about the different people that might be able to help and pick one. Why only one person at a time?
4. Now, tell the person you picked about your problem and ask them to help you. When you ask, what other important social skill should you use? When they answer what other important social skill should you use?

Social Skills Assignment (Group-II)

JOINING IN

1. Decide if you want to join an activity that others are doing. Why should you "think" about it before joining in?
2. Decide the best way to join in. What could happen if you do not choose a good way to join others in an activity?
3. Choose the best "time" to join in. Has anyone ever chosen a bad time to join you or your group in an activity? How did that make you or your group feel?
4. When you have successfully completed the above steps, join the activity. How will you know the above steps were completed and it's okay to join the activity?

GIVING INSTRUCTION

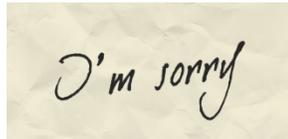
1. Decide what needs to be done. How do you identify what needs to be done?
2. Think about the different people who could do it and choose one. What should you consider when choosing a person to do the task?
3. Next, ask the person to do it. What tone should you use to ask?
4. Ask the other person if they understand what to do. Why do this?
5. Change or repeat your instructions if you need to. What should you consider when giving instructions to the person you chose?

FOLLOWING INSTRUCTIONS

1. Listen carefully while being told what to do. What does “listen carefully” mean to you?
2. Ask questions about anything you don’t understand. What are the risks of not getting clarification when instructions are given?
3. Decide if you want to follow the instructions and let the other person know what about your decision. When would you “not” follow instructions?
4. If you have decided to follow instructions, you should repeat the instructions to yourself. How does this help you follow instructions?
5. Do what you have been asked to do. If you complete all these steps and finally do what you were asked to do, you will be more likely to complete the task correctly. What message does that convey about your character and trustworthiness?

APOLOGIZING

1. Decide if it would be best for you to apologize for something you did. When would you apologize and when would you not?
2. Think of different ways to apologize. Why is important to consider different ways an apology could be given. Is there a wrong way? Explain.
3. Choose the best time and place to apologize. Describe a time and place that would be inappropriate and a time and place that would be appropriate.
4. Make your apology. How should your apology come across to the one you are apologizing to? How should your tone and attitude be?



CONVINCING OTHERS

1. First, decide if you want to convince someone of something. What should you consider before trying to convince others about something?
2. Next, go ahead and tell the other person or people your idea. How should you tell them (voice tone, language, expressions, etc.)?

3. Ask the other person or people what they think. Why do you ask for their input? How does this step help you when trying to convince others?
4. Explain why you think your idea is a good one. What are you trying to accomplish in this step?
5. Ask the other person or people to think about what you said before making up their minds. Why should you give them time to think about it? What would happen if you demanded and answer immediately?

Social Skills Assignment (Group-III)

KNOWING YOUR FEELINGS

1. Emotions are accompanied by physical sensations. Tune into what is going on in your body that helps you identify your emotions. How will identify a physical feeling with a particular emotion help you?
2. Decide what happened to make you feel that way. Why is it important to identify what happened to make you feel the way you do?
3. Decide what you could call the feeling. How will knowing the name of that feeling help you in the future?

EXPRESSING YOUR FEELINGS

1. When you have feelings, tune into what is going on in your body. Why do your body cues matter when you have feelings to express?
2. Next, decide what happened to make you feel that way. Explain why it is important to identify “what” happened?
3. Now it’s time to decide what you are feeling. What is the purpose of identifying exactly “what” you are feeling?
4. Think about different ways to express your feeling and pick one way to do it. Why only one way? What would happen if you tried to express your feelings multiple ways at the same time?
5. Now express your feelings. List some effective ways to do so.



UNDERSTANDING THE FEELINGS OF OTHERS

1. When trying to understand what someone is feeling you need to “watch” them. What are you looking for?
2. “Listen” to what the other person is saying. When you listen, what are the some of the things you are listening for in order to understand the feelings of others?
3. Figure out what the other person might be feeling. What information will you use to try to figure out what they are feeling?
4. Think of ways you can show them you understand their feelings. List a few examples of how you could possibly do this.
5. Decide on the best way to show you understand their feelings and do it. How does it help to “show” the other person you understand their feelings?

Listening
=
Learning

DEALING WITH SOMEONE ELSE’S ANGER

1. Listen to the person who is angry. What are you listening for?
2. Try to understand what the angry person is saying and feeling. What could happen if you ignore, misjudge or rush to conclusions in this step?
3. Decide if you can say or do something to deal with the situation. Why must you consider your actions so carefully in this step?
4. If you can, go ahead and deal with the person’s anger. “If” you can deal with someone else’s anger why should you? After all, it’s not your anger...

EXPRESSING AFFECTION

1. Decide if you have good feelings about the other person. This needs careful consideration. Why?
2. Decide if the other person would like to know about your feelings. If a person is not open to your feelings of affection, what could happen if you tell them about how you feel?
3. If you think the other person would want to know, choose the best way to express your feelings. Give an example of a right way and a wrong way to express affection.

4. Choose the best time and place to express your affection. List examples of right time and place and wrong time and place to express affection.
5. Express your feelings in a friendly way. What does “in a friendly way” mean when using this as a pro-social skill.

DEALING WITH FEAR

1. Decide if you are feeling afraid. How do you know you are afraid? What are some of your physical and emotional cues for “fear”?
2. Think about what you might be afraid of. Why is important to identify your source of fear?
3. Figure out if the fear is realistic. If you’re afraid, the fear is real but you need to determine if the reason for the fear is justified. How would you go about figuring this out?
4. Now you need to take steps to reduce your fear. Give as many examples as you can think of how you can reduce your fear.

REWARDING YOURSELF

1. Decide if you have done something that deserves a reward. If you reward yourself when you haven’t done something to deserve it, what happens to the meaning of that reward?
2. Decide what you could “say” to reward yourself. How can self-talk be a reward? List some examples of what you could say as a reward.
3. Decide what you could “do” to reward yourself. List some positive ways you could do something to reward yourself.
4. Finally, go ahead and reward yourself. When you have done something good and reward yourself for it, what effect will it have on you in the future?

Social Skills Assignment (Group-IV)

ASKING PERMISSION

1. The first step is to “decide” what you would like to do that you need permission for. Why do you need to “decide” if permission is needed? Why not just ask anyway?
2. Next, you need to decide whom to ask. Why does it matter who you ask?

3. After you figure out whom to ask you need to consider “*how*” to ask permission. Why is the way you ask permission important?
4. Now, pick the right time and place. Give examples of right place and time and wrong place and time.
5. Finally, ask permission. Write a sentence or sentences that would be an appropriate way to ask permission for something.

SHARING SOMETHING

1. The first step is to decide if you have something to share. This should be considered carefully. Why? What could happen if you share without thinking about it first?
2. Next, you need to think about how the other person might feel about you sharing. If you don’t consider how the other person might feel about what you want to share what could go wrong?
3. If you know what you want to share and you think the other person would appreciate it, you should offer to share in a direct and friendly (nice) way. Is it possible to share something in a way that’s not friendly? Give an example.

HELPING OTHERS

1. First, decide if the person might need and want your help. Even if it’s obvious that a person needs help, why must you think about whether or not they want your help?
2. Next, consider ways you could help. Are there right and wrong ways to help? Give an example of a right way and a wrong way of helping.
3. Now ask the person if they want help. Why ask first? Why not just help?
4. Once you have permission to help go ahead and help the other person. How does helping others improve your own life?



NEGOTIATING

1. Decide if you and the other person are having a difference of an opinion. Sometimes you might have the same opinion but expressing it differently. How can you determine if you actually have a difference of opinion?

2. Tell the other person what you think about the problem. How should your attitude and tone be?
3. Ask the other person what they think about the problem. Why is it important to get their side?
4. “*Listen openly*” to their answer. Why is important to keep an open mind?
5. Think about “*why*” the other person feels the way they do. How does thinking about their thoughts and feeling help you negotiate?
6. Suggest a compromise. Explain what a compromise means to you.

USING SELF CONTROL

1. First, tune in to what is going on in your “*body*” that helps you know that you might be getting close to losing control. What are these physical body symptoms called and why is important that you learn to recognize them?
2. Next, figure out what happened to make you feel that way. Why is identifying what happened to cause your feelings so important?
3. Now that you have figured out what happened to cause you to feel that way, you need to think of ways in which you might control yourself. Give three examples of self-control techniques you could use that may help.
4. The last step is to choose the best way to control yourself and do it. What helps you the most when it comes to your personal self-control?



STANDING UP FOR YOUR RIGHTS

1. Start by paying attention to what’s going on in your body that indicates you are dissatisfied and makes you feel you need to stand up for yourself. How do the signals or cues from your body help you?
2. Next, make a decision as to what happened to make you feel dissatisfied. Why is it important to give this careful consideration?
3. Now think of different ways to stand up for yourself. Are there right and wrong ways to stand up for yourself? If so, list an example of each.

4. The last step is to stand up for yourself in a direct and reasonable way. What will you do to make sure your way is “reasonable”?

RESPONDING TO TEASING

1. First decide if you are being teased. What could go wrong if you skip this first step?
2. Now think of different ways to deal with teasing. Give an example of a positive and a negative way to deal with teasing.
3. Finally, choose the best way to deal with being teased and do it. How does making a thoughtful choice help? What could happen if you don’t think first?

AVOIDING TROUBLE WITH OTHERS

1. The first step in avoiding trouble with others is to decide if you are in a situation that might get you in trouble. What are some things you should think about when making this decision?
2. Now decide if you want to get out of the situation. What will you be thinking about during this step?
3. Let the other people know what you decided and why. Why should you provide a reason to the other people? Why not just walk away?
4. Next, suggest other things you might do. How is suggesting other things better than just doing nothing at all?
5. Finally, do what you think is best. Why should you do what YOU think is best as opposed to what someone else thinks is best?

KEEPING OUT OF FIGHTS

1. Before you start fighting you need to STOP and THINK about why you want to fight. Explain how this step benefits this skill.
2. Next, decide what you want to happen in the long run. List three things that you should consider when thinking about the “long run”.
3. Now think about other ways to handle the situation. Think of the last time you or someone you knew was in a fight. Now list two ways it could have been handled differently.
4. Finally, you must decide on the best way to handle the situation and do it. List a few considerations when choosing the “best” way to handle the situation.

Social Skills Assignment (Group-V)

MAKING A COMPLAINT

1. First decide what your complaint is. Why is it important to pinpoint your problem?
2. You must decide whom to complain to. Why does choosing the right person matter when making a complaint?
3. Once you have decided whom to tell, make your complaint. How should you approach the person and how should you present your complaint?
4. Tell that person what you would like done about the problem. This means that before you complain about a problem make sure you have a _____ in mind.
5. Ask how the other person feels about what you have said. Why is it important for you to seek their feedback?

ANSWERING A COMPLAINT

1. To answer a complaint, you have to “listen” to the complaint first. What is the point of this step?
2. Now, ask the person to explain anything you don’t understand. Why is clarification so important?
3. Tell the person you understand the complaint. How would you make sure the other person knew you fully understood the complaint?
4. Now tell the person your thoughts and ideas about the complaint and accept blame when appropriate. Why do they need to hear your thoughts about the complaint?
5. Suggest what each of you can do about the complaint. Why does a complaint need action from both you and the one complaining?

BEING A GOOD SPORT

1. Think about how you and the other person did during the game you played. List a few things that should be considered in this step.
2. Think of a true compliment you could give the other person about their game. What could you say other than “good game” that would be an appropriate compliment?

- Now think of the reaction the other person might have to what you might say. This is an important step. Why?
- Now choose the compliment you think is best and say it. Is there a wrong way to give a compliment? Explain.

DEALING WITH EMBARRASSMENT

- The first step is to “*decide*” if you are feeling embarrassed. It’s a feeling, so why must you to decide you are feeling that particular way?
- Now that you have determined you are dealing with embarrassment, you need to decide what it was that made you feel that way. How does pinpointing the cause help you with this skill?
- Now, decide on what will help you feel less embarrassed and do it. List a few things you have done in the past or might do in the future to help you feel less embarrassed.



DEALING WITH BEING LEFT OUT

- Decide if you are being left out. If you are not included in an activity does that always mean you are being left out? Explain your answer.
- If you decide you are being left out, think about why the other people are leaving you out of an activity or situation. How does thinking about the “*why*” help you in this skill?
- Now, decide how you could deal with the problem. List a positive way to deal with being left out and a negative way of dealing with being left out.
- Finally, choose the best way to deal with being left out and do it! Why is it important to take action and deal with the problem?

STANDING UP FOR A FRIEND

- Decide if your friend has not been treated fairly by others. List some signs that may indicate your friend might have been treated unfairly.
- Next, decide if your friend wants you to stand up for them. What could happen if you skip this step?

- Now, decide how to stand up for your friend. What should you consider when making this decision?
- It’s time to stand up for your friend. How should you present yourself when standing up for a friend (posture, vocal tone, words, etc.)?

RESPONDING TO PERSUASION

- Your first step is to “*listen*” to the other persons ideas on the topic. Why is it important to listen and pay close attention?
- After you listen, decide what you think about the topic. How does giving the topic careful consideration help you in this skill?
- Now, compare what they said with what you think. What should you consider when comparing different ideas?
- Finally, decide which idea you like better and tell the other person about it. Why do you need to tell the other person about your decision?

RESPONDING TO FAILURE

- Decide if you have failed at something. What are some signs that you help you know you have failed at something?
- Think about “*why*” you failed. Careful consideration is important. Why?
- Now, think about what you could do to keep from failing in this area in the future. What are you focusing on during this step?
- Decide if you want to try again. Give an example of something you might fail at that you might not want to try again.
- If you decide to try again, try again using your new idea. Why should you use your new ideas?

DEALING WITH CONTRADICTIONARY MESSAGES

- Decide if someone is telling you two opposite things at the same time. In order to make this decision, what must you do while they are speaking to you?
- If you decided that you are hearing contradictory messages, you need to think of ways to tell the other person that you do not understand what they mean. Why do you need to consider different ways to tell the person you don’t understand?

3. Choose the best way to tell the person and do it. Is there a right way and a wrong way to tell the person you don't understand? Explain.

DEALING WITH ACCUSATION

1. Think of what the other person has accused you of. What could happen if you don't "think" first?
2. Next, think about why the person might have accused you. Explain why this is a key step in "Dealing with Accusation".
3. Think about ways to answer the person's accusations. Why should this be carefully considered?
4. Choose the best way and do it. List a positive way and a negative way to deal with an accusation.

GETTING READY FOR A DIFFICULT CONVERSATION

1. Think about how you will feel during the conversation. Why consider this first?
2. Think about how the other person will feel. Why is this important?
3. Think about different ways you could say what you want to say. Why is it important to consider different approaches to the conversation?
4. Think about what the other person might say back to you. How does this step help prepare you for the conversation?
5. Think about any other things that might happen during the difficult conversation. List some possible things that might happen.
6. Choose the best approach you can think of and try it. What is your ultimate goal in this step?

DEALING WITH GROUP PRESSURE

1. Think about what the group wants you to do. What are some important things to consider during this step?
2. Decide what "you" want to do. Why is it important that you make your own decision in this step?
3. Decide how to tell the group what you want to do. Why is "how" you tell them important?
4. Tell the group what you have decided. Why is it important that the group know what your decision is?

Social Skills Assignment (Group-VI)

DECIDING ON SOMETHING TO DO

1. First, decide whether you are truly bored or dissatisfied with what you are currently doing before doing something else. What do you personally feel this step is trying to accomplish?
2. The next step is to think of the things you have enjoyed in the past. Other than the fact that the past activity was enjoyable, what else should you consider about your past activities?
3. Now, decide which one you might be able to do now. Why is time and place so important?
4. The last step is to start the activity. What are the benefits of starting a new activity?

DECIDING WHAT CAUSED A PROBLEM

1. Step one is to "define" the problem. What is the benefit of defining the problem?
2. Next, think about all the possible causes of the problem. Why should you think about all of the possible causes?
3. After considering all possible causes, you need to decide which are the most likely causes of the problem are. How does narrowing down the possible causes help you?
4. Finally, check out what really caused the problem. What is the point of finding out the actual cause of the problem?

SETTING A GOAL

1. First, you need to figure out what goal you want to reach. How does it help to clearly identify your goal?
2. Next, find out ALL the information you can about "how" to reach your goal. List a few ways you could gather information on how to reach your goal.
3. Now think about the steps you need take to reach your goal. Why do you need to think about it in terms of "steps"?
4. Finally, take the first step toward your goal. Taking the first step is crucial to achieving your goal. If you don't take that first step, what outcome will you have?



DECIDING ON YOUR ABILITIES

1. Decide which abilities you might want to use. What should you consider when making this decision?
2. Think about how you did in the past when you tried to use these abilities. What are some important considerations when thinking about how you did in the past?
3. The third step is to get other people's opinions about your abilities. How does getting other people's opinions help you?
4. Finally, "*think*" about all the things you learned in the previous steps and decide how well you use these abilities. After making that decision, what should you do next?

GATHERING INFORMATION

1. First decide what information you need. Why is it important to carefully consider the exact information you need?
2. Next, decide "*how*" you can get the information. Are there right ways and wrong ways to do this? Give an example of each.
3. The last step is to do things to get the information. List a few things you would do to get information.

ARRANGING PROBLEMS BY IMPORTANCE

1. Think about the problems that are bothering you. Should you consider all your problems? Why or why not?
2. Next, make a list of your problems from most to least important. How does making a list help you with this skill?
3. After making your list, do what you can to hold off on your less important problems. What does this step allow you to do?
4. Now, go work on your most important problems. Why is it better to work on your most important problems first instead of working on your easiest problems first?



MAKING A DECISION

1. Think about the problem that requires a decision. Why pinpoint the problem first?
2. Think about the possible decisions you could make. What benefit do you get by thinking about all the "*possible*" decisions first?
3. Now, gather accurate information about your possible decisions. What methods could you use to gather this information?
4. Think about the information you gathered and reconsider your possible decisions. Why reconsider now?
5. Finally, make the best decision. What do you consider when determining the "*best*" decision?

CONCENTRATING ON A TASK

1. First, decide what your task is. Why decide on a specific task?
2. Next, decide on a time to work on the task. Why is it important to schedule a time for your task? Can there be a wrong time?
3. Gather all the materials you need. How does gathering all your materials first help in this skill?
4. Next, decide on a place to work. What should you consider when deciding on a place?
5. Last, decide if you are ready to concentrate. How will you know if you are ready to concentrate? How will you know if you are not ready?