

LIFE SKILLS FOR YOUTH SERIES

MODULE 2

SOCIAL SKILLS



TRAINER'S GUIDE

CONTENTS

Lesson 1 Social Styles	3
Lesson 2 Building Relationships by Listening	14
Lesson 3 Conflict Management.....	24
Lesson 4 Manners & Courtesies	44
Lesson 5 Joining In with a Group or Team	56
Lesson 6 Building Listening Skills	63

LESSON 1

SOCIAL STYLES

Total Time: 90 minutes

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- **Participants will understand how communication patterns enhance a relationship or can hinder a relationship.**

A. Welcome and Introduction

Time: 10 minutes

Welcome your students to this first of six lessons in the Social Skills Module. Briefly describe some of the topics that will be covered in this module. Encourage them to participate in the lessons. Let them know there will be plenty of activities for them to practice and applying what they learn.

We are going to start this module by taking a look at differences in our personalities that affect the way we communicate with each other.

B. Lecturette: Four Social Styles

Time: 15 minutes

As we look around the room, we can see that people have different physical characteristics. We categorize these into areas such as male and female, short or tall, different hair colors, eye colors, and so on. Likewise, we have differences in our personalities that affect the way we communicate with each other. There are many

ways to describe these differences. The one we are going to discuss today is referred to as Social Styles. There are four basic categories that generalize what each person's social style is primarily like: Wolf; Rabbit; Bear and Turtle.

Characteristics of Social Styles

Each person is a mixture of these basic social styles, but usually there is one of these descriptions that most defines how you interact with other people in your life. It is helpful to determine which of these social styles describes you best in order to understand yourself better and also to help you better understand others. This will enable you to communicate better and relate to them in a way they can appreciate and understand. Let's take a look at these four different social styles and the different ways they communicate. This information is summarized on the handout: *Characteristics of the Four Social Styles*.

Before we go any further, it is very important to understand that no social style is *better* than another. They are just different. They are just another way that God has used to make each of us unique.

Trainer Note: Describe and give examples of the characteristics of and ways of relating to each of the social styles. Do not just read them from the lists below.

WOLF

- Dominant, direct
- Will assert their own wants and needs
- Might use language related to self, such as “I”
- Is comfortable taking charge of situations, tasks, activities, etc.
- Speaks with confidence in most situations
- Likes to take risks
- Cares more about getting things done than people’s feelings. (task oriented)
- Prefers to keep feelings to self
- Self-confident and self-assured.

RABBIT

- Enthusiastic, likes people
- Enjoys team and group activities
- Uses language that has words that include others, such as “we, our, team, us, our group, etc.”
- Is comfortable expressing feelings and having others express feelings
- Likes talking and socializing, cares more about the feelings of other people than getting things done. (people oriented)
- Optimistic, usually seeing the good things that are happening.

TURTLE

- Accurate and correct, conscientious and careful

- Will take time to do things right
- Wants others to be accurate and cautious in doing a task
- Will be more comfortable with one on one conversations than with talking to a large group
- Likes activities that are clear and accurately described in advance of getting involved
- Prefers to watch before doing
- Likes facts and details. Cares more about getting things done correctly than about the feelings of other people. (task oriented)
- Trusts own work and likes working alone.

BEAR

- Stable, good listener, friendly, likes steadiness and dependability.
- Is very comfortable with listening to others and hearing how they feel about things
- Will openly discuss personal feelings with those who show they care and are interested
- Prefers group activities to individual activities
- Does not need to assert personal wants, but does want to know what others want and need
- Cares more about the feelings of others than about getting things done. (people oriented).
- Likes working in groups.

C. Activity: Social Styles Self-Identification

Time: 15 minutes

Set up Activity

Refer to the handout: *Characteristics of the Four Social Styles*. Emphasize again that one style is not better than another – just different. Ask each student to identify which Social Style best describes him or her. Sample the room for the distribution of style styles.

Small Group Discussion

Cluster the participants into small groups (3 or 4) and have each one share which style they most identify with. Have others in the group provide feedback on each other member's assessment of him/herself by giving examples of reasons they agree or disagree. Have each group reach consensus on which social styles each person identifies with.

Process Activity

To ensure the students understand the different social styles ask questions such as:

- Were you able to identify your own social style?
- Were you able to identify specific characteristics to help you reach this conclusion?

- Did others in your group see these characteristics in you?

D. Activity: Strengths and Weaknesses of Social Styles

Time: 15 minutes

Divide into four groups. Assign each group one of the four social styles and have them brainstorm possible strengths and weaknesses of that particular style.

For example: wolf's weakness – they may tend to "run over" other people without thinking of their feelings, wolf's strength – good leader, gets things done.

Have each group report out what they came up with to the whole group. Tell the youth that it's important to learn from each of the different social styles. It is helpful for each person to admit and work over their own weaknesses and to see how they can grow from the strengths of the other styles. For example: a "wolf" can see how a "rabbit" is friendly and learn to be caring while talking to others.

E. Lecturette: Relating to Social Styles

Time: 10 minutes

As you can see, each social style expresses itself differently. Likewise, they receive information and assess situations differently. Communication can be enhanced by adjusting the conversation to match the social style of the person with whom we are speaking. Let's look at the best ways to communicate with the four different social styles.

WOLF

- Talk briefly.
- Deal with facts.
- Get to the point.
- Ask questions about results rather than how to do something.
- Allow them to take the lead (when possible).
- Keep the focus on accomplishments when discussing any problems.

RABBIT

- Be friendly.
- Let them talk about their ideas and feelings about things.
- Allow time for socializing.
- Let them be creative but help them transfer their ideas into action.
- They like to be part of the action and are great at selling their ideas.

TURTLE

- Use facts and details to support your ideas and statements.
- Be accurate.
- They don't like surprises.
- Take time to explain details.
- Clearly answer questions.

- Be specific.
- Avoid being vague or casual.
- Allow them time to think through things.
- Be diplomatic, avoid criticism.

BEAR

- Be sincere and accepting.
- Don't be pushy or aggressive.
- Provide them with information about what needs to be done and be patient with them.
- Give them time to accept changes.
- Provide encouragement and assurance that you will help them as needed
- Reassure them as needed.

F. Activity: Relating to Social Styles**Time: 20 minutes****Set up Activity**

Ensure that each group has a balance of styles (where possible). Rearrange the groups if necessary to help provide a mix of social styles in each group.

Small Group Discussion

Refer to the handout: *Social Styles: Four Situations*. Have group members decide how they would speak to the person according to the person's Social Style. They can use the handout: *Relating to Social Styles* to help shape their discussion. Provide each group with a list of problems to discuss. Let them know that they will be expected to report back on their discussion.

Trainer Note: Read through the first sample situation and discuss why this approach was chosen.

Sample Situation

The teacher has given you math homework. You understand it, but your friend does not. Your friend comes to you for help. His social style is "Wolf".

As a "Wolf", your friend will want to hear brief facts, clear directions, and see the results. After which, he will want to do it himself. For example:

Friend: I don't understand this homework! I hate math! I'm not going to do it!

You: Let's look at the problems. What do you need to do?

Friend: I need to do questions 1 to 10.

You: You take these figures and add them to these numbers and subtract the total from this number.

Friend: OK, I see.

You: Good, I'll watch while you do the next one yourself.

Practice Situations

1. Your good friend told another friend a secret of yours that you didn't want

anyone else to know. Your good friend is a 'Rabbit'.

2. Your caregiver (parent, teacher, supervisor or similar authority figure) is in a bad mood and tells you to do some unpleasant work for her. She is a 'Bear'.
3. The director (principal, supervisor, etc.) calls you into her office and accuses you of doing something bad that you did not do. She is a 'Wolf'.
4. Your classmate calls you bad names and lies about you. Your friend is a "Turtle".

Reporting Out

Ask each group to report out on their discussion for one of the above problems. Have the other groups add any further comments. Focus the discussion on finding the most helpful way of dealing with the different social styles.

G. Action Plan and Closing

Time: 5 minutes

Action Plan





The Action Plan is a worksheet for each participant to fill in during the next week. Ask them to write down five different situations where they clearly recognized their social style coming out. Place a check mark to indicate what they think the social style of the other person was. Have them write a brief description of each situation and how they handled it. Note especially how they adjusted their approach based on another person's social style.

Closing

Thank them for their time and encourage them to complete their Action Plan and bring it to the next session. Have a great week.







CHARACTERISTICS OF THE FOUR SOCIAL STYLES

<p style="text-align: center;">WOLF</p>  <ul style="list-style-type: none"> • Dominant, direct, likes to take risks. • Likes to solve problems • Cares more about getting things done than people's feelings. (task oriented). • Self confident and self assured. 	<p style="text-align: center;">RABBIT</p>  <ul style="list-style-type: none"> • Enthusiastic, likes people. • Likes talking and socializing • Cares more about the feelings of other people than getting things done. (people oriented). • Optimistic, usually seeing the good things that are happening.
<p style="text-align: center;">TURTLE</p>  <ul style="list-style-type: none"> • Accurate and correct, conscientious and careful. • Likes facts and details. • Cares more about getting things done correctly than about the feelings of other people. (task oriented) • Trusts own conclusions, likes working alone. 	<p style="text-align: center;">BEAR</p>  <ul style="list-style-type: none"> • Stable, good listener, friendly. • Likes steadiness and dependability. • Cares more about the feelings of others than about getting things done. (people oriented). • Likes working in groups.



RELATING TO DIFFERENT SOCIAL STYLES

When speaking to people with different Social Styles, understanding can be increased by adjusting the conversation to match their style. This chart describes how you can relate to each of the four different social styles.

<p style="text-align: center;">RELATING TO WOLF</p>  <ul style="list-style-type: none"> • Talk briefly. • Deal with facts. • Get to the point • Ask questions about results rather than process. • Allow them to take the lead (when possible). • Keep the focus on accomplishments. 	<p style="text-align: center;">RELATING TO RABBIT</p>  <ul style="list-style-type: none"> • Be friendly. • Let them talk about their ideas and feelings about things. • Allow time for socializing. • Let them be creative, but help them transfer their ideas into action. • They like to be part of the action and are great at selling their ideas.
<p style="text-align: center;">RELATING TO TURTLE</p>  <ul style="list-style-type: none"> • Use facts and details. • Be accurate. • They don't like surprises. • Take time to explain details. • Clearly answer questions. • Be specific, not vague or casual. • Allow them time to think through things. • Be diplomatic, avoid criticism. 	<p style="text-align: center;">RELATING TO BEAR</p>  <ul style="list-style-type: none"> • Be sincere and accepting. • Don't be pushy or aggressive. • Provide them with information about what needs to be done and be patient with them. • Give them time to accept changes. • Provide encouragement and assurance that you will help them as needed • Reassure them as needed.



FOUR SITUATIONS

Sample Situation

The teacher has given you math homework. You understand it, but your friend does not. Your friend comes to you for help. He is a "Wolf". That means that he will want to hear brief facts, clear directions and see the results. For example:

Friend: I don't understand this homework! I hate math! I'm not going to do it!

You: Let's look at the problems. What do you need to do?

Friend: I need to do questions 1 to 10.

You: You take these figures and add them to these numbers and subtract the total from this number.

Friend: OK, I see.

You: Good, I'll watch while you do the next one yourself.

Practice Situations

1. Your good friend told another friend a secret of yours that you didn't want anyone else to know. Your good friend is a 'Rabbit'.

2. Your caregiver (parent, teacher, supervisor or similar authority figure) is in a bad mood and tells you to do some unpleasant work for her. She is a 'Bear'.

3. The director (principal, supervisor, etc.) calls you into her office and accuses you of doing something bad that you did not do. She is a 'Wolf'.

4. Your classmate calls you bad names and lies about you. Your friend is a "Turtle".

FOUR SOCIAL STYLES

ACTION PLAN

Write down five different situations where you clearly saw your social style coming out. Place a check mark to indicate what you think the social style of the other person was. Write a brief description of each situation and how you handled it. Note especially how you adjusted your approach based on another person's social style.

	SITUATION	HOW YOU HANDLED IT	SOCIAL STYLE OF ANOTHER PERSON
1.			<input type="checkbox"/> WOLF <input type="checkbox"/> RABBIT <input type="checkbox"/> TURTLE <input type="checkbox"/> BEAR
2.			<input type="checkbox"/> WOLF <input type="checkbox"/> RABBIT <input type="checkbox"/> TURTLE <input type="checkbox"/> BEAR
3.			<input type="checkbox"/> WOLF <input type="checkbox"/> RABBIT <input type="checkbox"/> TURTLE <input type="checkbox"/> BEAR
4.			<input type="checkbox"/> WOLF <input type="checkbox"/> RABBIT <input type="checkbox"/> TURTLE <input type="checkbox"/> BEAR
5.			<input type="checkbox"/> WOLF <input type="checkbox"/> RABBIT <input type="checkbox"/> TURTLE <input type="checkbox"/> BEAR

Have fun relating to your friends this week.

LESSON 2

BUILDING RELATIONSHIPS BY LISTENING

Total Time: 90 minutes

Special Materials Needed for This Lesson

Role-Play Planning with Students

Trainer Note: *Prior to this lesson, enlist the aid of several staff members, teachers, parents, foster parents or other appropriate persons to be watching throughout the week to see if the class members are demonstrating the three steps for listening. When they do, they should be praised in specific ways, such as, "I like the way you looked right at my eyes when I was talking to you." Two handouts for this purpose are provided at the end of this lesson.*

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- Participants will understand how communication patterns enhance a relationship or can hinder a relationship.

A. Introduction

Time: 5 minutes

Welcome everyone back in a warm and friendly manner.

Introduce this lesson by explaining we will begin looking at how to make friends and build relationships. Today's lesson deals with listening skills. This is a lesson that will help each person to get along better with their friends, and to make new friends. Each week we will talk about ways to help us become better friends, and to get along with others in the community. To get along well with others in life, we need to listen well and understand what they are saying and doing.

Today we are going to learn how to listen effectively to others.

B. Listening – Structured Role Play

Time: 45 minutes

Structured Role Play

Inform the class of the three components "listening". These are: Stop, Look and Wait Quietly. Write these three components on a chalkboard, poster board, etc. for the class to see.

Explain to the class they are going to observe a short role-play that will help them understand the importance of active listening. During this role-play, they are to try to recognize the three components listening.

Trainer Note: *You will need two persons to do this role-play. If possible, ask for another adult to assist you. If this is not possible, in advance of the training, ask for a youth to fill in as one of the teachers. Give them the role-play to read over in order to familiarize them with the script.*

Role Play 1

Teacher #1: (Seated and writing at desk.)

Teacher # 2: (Enters) Hi, Mrs. B.

Teacher# 1: (Stops writing and looks up at Teacher #2.) Hi, Mrs. Smith.

Teacher #2: You missed the meeting last night, so I thought I'd let you know we set a date for the graduation party. It's May 25th in the library. We thought it would be nice if your class could help make decorations for it.

Teacher #1: Okay, thanks for letting me know.

Process the Role Play

Trainer Note: *Process this exercise by asking the class a series of questions to the American matters the skill components of "listening". The following sample dialogue is to help you in this process. Make the dialogue your own, by interacting in a spontaneous way. Be sure to draw out the skills noted in the role-play that helped build the relationship and demonstrate listening.*

Question: What did I do when Mrs. Smith came in to speak to me?

Class: Stopped writing.

Trainer: You're right! As soon as I heard her voice, I put down my pen and stopped.

Question: Then what?

Class: You looked at her.

Trainer: And who noticed where I looked?

Class: You looked right at her eyes, and that is called eye contact.

Note: Right now, (choose a member of the class who is attending) [Person's name] has eye contact with me because his eyes are looking right at mine.

Question: What was the third thing I did when Mrs. Smith was talking?

Class: You waited quietly until she was done.

Question: So what was I doing when Mrs. Smith talked?

Class: You were listening.

Trainer: I showed Mrs. Smith I was listening because I:

1. Stopped – what I was doing,
2. Looked – giving eye contact,
3. Quietly waited – for my turn to talk (display cue cards)

Question for Mrs. Smith: Mrs. Smith, did you feel like I was listening to you?

Mrs. Smith: Yes, I did, it made me feel like you were interested in what I had to say.

Question: Do you think I'll remember about the graduation party?

Class: Yes.

Teacher: So listening to others shows that you are interested, and you can learn about what is going on (like the graduation party).

Question: Think about telling your best friend something important. How does it make you feel when they listen to you?

Class: It makes me feel like they care about me.

Question: OK, how about if your teacher asks you to do something, like to complete an assignment by a certain time? Why is listening important?

Class: So you won't get into trouble.

Trainer: So listening helps you to know and learn about what is going on, shows you care and are interested and may help keep you from getting into trouble.

Role Play 2 (Inappropriate)

The role-play is going to be repeated lose some differences. Once again, watch carefully to see if the actors remember to Stop, Look and Wait Quietly.

Trainer Note: Repeat the same role-play as before, but Teacher #1 continues to write while Teacher #2 speaks. Teacher #2 shows that she feels sad and disappointed about not being listened to. As before, lead the class in an interactive discussion focusing on the

three components of listening. This discussion should focus on why eye contact is important (it shows you are interested and care), and the rationale for listening to others (learning new things, hearing about expectations, and helps to build relationships). Once again, the following sample dialogue is to help you process the role-play. Make the dialogue your own, by interacting with the class in a spontaneous way. Be sure to draw out the skills missing noted in the role-play that would hinder developing a relationship.

Process Role Play

Question: What did you notice that time?

Class: You didn't stop and you didn't look at her eyes.

Trainer: I heard some of you laughing when I did that. Was Mrs. Smith laughing?

Question: How do you think Mrs. Smith felt?

Class: She looked sad and disappointed.

Question: Do you think I'll remember about the graduation party?

Class: No.

Trainer: I may not remember, and then we will be left out. I will feel embarrassed if Mrs. Smith comes looking for the decorations I said we would make. So not listening can disappoint others, make them feel like you don't care and it can make you look silly or feel embarrassed too.

C. Practice – Listening

Time: 25 minutes

Instructions

Explain to the class this activity is going to involve unscripted role-playing. Two participants will be given a situation to act out. One actor will have the role of the primary speaker and the other will be the primary listener. However, both will have speaking roles. After the role-play, class members will give feedback on whether the listening skill components were demonstrated. Ask for two volunteers who are willing to come to the front of the class to play these roles.

Trainer Note: *This might be difficult for some and you might need to select two class members you know are ready to take this risk.*

Briefly describe one of the following or similar situations for the volunteers to act out. A good way to begin is for the primary listener to ask his/her partner a question. Encourage them to be active in spontaneous as they play their parts. Be sure to emphasize that the primary listener does not have to remain quiet but should speak at appropriate times.

Role Play Ideas:

1. Primary speaker tells a new friend how to get to the nearest store.

2. Primary speaker tells classmate about a movie he saw.
3. Primary speaker describes a job they would like to have in the future.

Process the Activity

Solicit feedback from a class noting the instances where the listener demonstrated the listening skill components. However, don't miss the chance to point out the ways in which the person giving the information was a good listener too when he/she returned information.

D. Partner Activity: Practicing Listening Skills

Time: 10 minutes

Instructions

Instruct the participants to select a partner and practice the three skills. They are to choose who will be partner A and who will be partner B. Partner A will begin the conversation by talking about their favorite activity. Partner B is the listener and will demonstrate the three skills. After this, Partner A will become the listener and Partner B will talk about what the things they want to do as an adult.

Conduct the Activity

Allow 2-3 minutes for the first conversation (Partner A describing his/her favorite activity). Stop the conversation and ask the participants if they were able to listen using the three listening skills. Solicit responses from both partners.

Switch partners. Allow another 2-3 minutes for the partners to have a new conversation (Partner B describing things he/she wants to do as an adult). Once again, solicit feedback about their ability to demonstrate the listening skills.

Summarize

Summarize the lesson and activities by asking the following questions.

Question: When can we practice listening to others?

Solicit a few responses and accept answers as given. Make suggestions as well.

Question: Where can we listen?

Solicit a few responses and accept answers as given. Make suggestions as well.

Conclude the discussion by reiterating the benefits of listening in helping to build relationships. Emphasize that each person has the opportunity each and every day to be a good listener and; therefore, be in a better position to build relationships.

E. Action Plan and Closing

Time: 5 minutes

Refer to *Action Plan: Building Relationships by Listening*.

Explain that other teachers and/or staff members will be helping with this lesson as well. They will be watching the participants to demonstrate listening skills. If any of you are observed 1) stopping, 2) looking at your friend's eyes, and 3) waiting quietly until it is your turn, they will let you know that they see you are listening. You can be watching too, and let each other know when you are listening well.

Along with, each of the participants is to keep a journal in which they are make notes about their active listening successes!

Closing

Close the lesson by thanking the class for their participation. Inform them next week's lesson is about conflict management.



BUILDING RELATIONSHIPS BY LISTENING

YOUR TEACHER WILL BE HELPING

Your teacher will be given a handout like this to watch your listening skills over the next week. Please remind him/her of your goal – to be a great listener and to be able to demonstrate the skill in your classroom.

Practice the following:



STOP



LOOK



WAIT QUIETLY

Remember:

Stop what you are doing.

Look at the person speaking.

Wait quietly until it is your turn to talk.

Your teacher is being reminded to observe you trying to listen better. They will try to let you know they are proud of you!



Listen for:

We all hope to hear, “I really like the way you just waited until it was your turn to speak! It really made me feel like you were listening to me!”

BUILDING RELATIONSHIPS BY LISTENING

ACTION PLAN

Keep a journal for each day. Please write down every time you successfully listened to another person.

Remember:



STOP



LOOK



WAIT QUIETLY

Day 1	<hr/> <hr/> <hr/>
Day 2	<hr/> <hr/> <hr/>
Day 3	<hr/> <hr/> <hr/>
Day 4	<hr/> <hr/> <hr/>
Day 5	<hr/> <hr/> <hr/>
Day 6	<hr/> <hr/> <hr/>
Day 7	<hr/> <hr/> <hr/>



FOR TEACHERS: OBSERVATION AND FEEDBACK FOR STUDENTS

Dear Teacher!

Our Life Skill class is learning some ways to be good friends and to work well with others. This week, the class has been learning skills to become better listeners. The youths know that to be a good listener, they must:



STOP



LOOK



WAIT QUIETLY

They have been encouraged to remember:

Stop what you are doing, look at the person speaking and wait quietly until it is your turn to talk!



If you observe youths trying to listen better, please let them know you are proud of them!

Please tell them: “I really like the way you just waited until it was your turn to speak! It really made me feel like you were listening to me!”

OTHER IDEAS FOR YOU

To help in transfer of learning of the lesson on listening:

1. The teacher could precede new activities or new lessons with a reminder to the youths that they will have an opportunity to practice “good listening” they learned in the Social Skills Training.
2. A poster for “listening” can be displayed in classroom as a visual clue of the three skills practiced:

Good listeners:

Stop

Watch

Wait

3. **PRAISE:** The teacher could notice those youth who are trying to demonstrate good listening skills and give praise. Example: “I liked the way you stopped working when I asked for your attention.”

LESSON 3

CONFLICT MANAGEMENT

Total Time: 1 ½ hours, 90 minutes

Special Materials Needed for This Lesson

Progression of Conflict Display

***Trainer Note:** There is far more information needed to learn about conflict management than will be allowed in the time frames of this lesson. Encourage the class members to look for other methods of conflict management as they grow and mature into independent/interdependent living. This lesson will introduce the subject and give them a number of concrete tools to use immediately in their living situation.*

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- Participants will understand how communication patterns enhance a relationship or can hinder a relationship.

A. Welcome and Introduction

Time: 10 minutes

Welcome

Welcome everyone back to this week's *Life Skills* lesson. Review the Action Plan

from the previous lesson, Building Relationships by Listening. From the group, solicit situations in which students applied their new listening skills.

Introduction

Introduce topic for Lesson 3 – Conflict Management. Begin by explaining that conflict management is an important skill needed to get along in the world. Each person must be able to work through problems and find solutions that are acceptable to society and to others – as well as to oneself. This session is a beginning look at skills and behaviors needed to manage conflict.

Involve the class by asking the following questions.

- What is one of the nicest things anyone has said about you?

Accept several answers. If time allows, accept an answer from each class member. After accepting these answers, note that we all appreciate hearing good things about ourselves and one of the ways to get good comments is to be willing to manage ourselves in conflict situations. We also want to be known as a person who is positive in attitude and willing to help others solve problems.

- How many of you have experienced conflict in your lives recently?

Accept a show of hands.

- How many of you wish you never had conflict in your life?

Accept a show of hands.

B. Lecturette: Conflict Management

Time: 20 minutes

Refer to the handout: *Descriptions and Characteristics of Conflict*. Refer to it during this lecturette.

As relationships deepen, conflict is inevitable. Relationships that experience no conflict are probably brand-new or the individuals have not pursued a deeper relationship.

Conflict can be described as follows:

- The results of real or perceived differences, which may affect actions or outcomes we believe, are important.
- A state of being that occurs over a prolonged period during which issues are not addressed thereby leading to dissonance.
- Conflict exists when one or both parties are not obtaining what they need or want and are actively seeking their own goals.
- Inter-group conflict occurs when members of one group believe their group's right to fulfill its needs or interests is denied by members of another group or another person.

Conflict also has many characteristics, for example conflict is:

- Inevitable – we all experience conflict, as conflict is a part of life.
- Neither Good nor Bad – how we manage it can be helpful or hurtful. The Bible differentiates between helpful and hurtful conflict by calling the differences quarreling and correcting. Quarreling is negative because it refers to arguments or disagreements for the purpose of promoting self-worth or

causing division. James 4:1-3 asks us, “*What causes fights and quarrels among you? Don’t they come from your desires that battle within you? You want something but don’t get it..... You quarrel and fight. You do not have, because you do not ask God.*” 2 Timothy 2:24 says, “*The Lord’s servants must not quarrel.*”

- **Process** – it has a predictable flow, starting small and growing into something big, if not managed well.
- **Consumes Energy** – takes time to manage, as well as planning, problem solving and negotiation. This is sometimes very time consuming and physically draining.
- **Content and Feeling** – needless to say, when conflict arises and/or quarreling begins, there are often many issues (that is content) to deal with along with many different feelings. Remember the feelings list we looked at in Identity? Many different feelings could surface when conflict or quarreling begins. These feelings may include: Anger, Frustration, Sadness, Disappointment, Confusion, Loss, Uncertainty, Fear, Anticipation, and Hope.
- **Proactive and Reactive** – this simply means we can either manage conflict with careful thought and respect for others and ourselves or we can react out of our emotions. Reactions often lead to us doing things we later regret. Planning and managing the conflict can lead to a good closure to the conflict and the maintaining of good healthy relationships.

C. Activity: Quarreling versus Correcting

Time: 20 minutes

Set up

Distribute a handout: *Quarreling Versus Correction*. Divide the group into pairs.

Instructions

Each team is to read and discuss all three of the situations on the handout. Together, using information provided on the handout, they are to decide if the individuals are quarreling or if they are giving correction and why.

Quarreling versus Correction

Quarreling (James 4:2)	Correcting (2 Timothy 2:25)
Seeks win/lose	Seeks win/win
<i>Tends to divide/choose sides</i>	<i>Seeks relationship building</i>
<i>Exaggerates strife</i>	<i>Speaks truth in love</i>
<i>Tears down</i>	<i>Seeks something better</i>
<i>Has hidden goals</i>	<i>Keeps issues in the open</i>
<i>Insists on own way</i>	<i>Looks for common interests</i>
<i>Does not show care</i>	<i>Expresses care</i>
<i>Moves in defiance</i>	<i>Moves towards resolution</i>

<i>Wants own way</i>	<i>Wants the best way</i>
----------------------	---------------------------

Situations and Process Points

Situation 1

14-year-old Anna has not completed her assigned task in the play area. Linda, a caregiver, has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: "I have told you 100 times I want things done right, Anna! Get that picked up and put away, now."

Anna: "Do it yourself, I don't like doing YOUR work."

Linda: "I said now!"

Anna: "NO"

Linda: "You are such a problem!!! I don't even like you."

Anna: "Well, I don't like you either."

Linda: "I guess that makes us even, then, but I have the power and you don't! Pick this up or you are never going outside again!"

Process Points: This is quarreling on both sides. Each person has taken a position to get her own way. Neither person is respecting the other person! This is not a good situation and both persons are saying things that will hurt the relationship.

Situation 2

14-year-old Anna has not completed her assigned task in the play area. Linda, a caregiver, has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: "I have told you 100 times I want things done right, Anna! Get that picked up and put away, now."

Anna: "I have the intention to pick these up, but just have not started the task yet. I will do it shortly."

Linda: "I said now!"

Anna: "Linda, I am in the middle of this game and could use just a little more time, please."

Linda: "You are such a problem!!! I don't even like you."

Anna: "When you say that, I feel very sad."

Linda: "Big deal."

Process Points: The caregiver is quarreling, and Anna is attempting to correct her thinking. This situation shows Anna attempting to do the right thing. The caregiver is hurting the relationship and seems interested in getting her way immediately and perhaps without reason. This is the position she is quarrelling about. Anna is attempting to compromise and get to an amiable agreement. She is willing to do the task but is involved with a game at the moment. Could it be that Anna is working toward the same goal as the caregiver, but just needs to be given a few minutes more to finish a game?

Question: Has Anna said anything to hurt the relationship? Has the caregiver, Linda?

Situation 3

14-year-old Anna has not completed her assigned task in the play area. Linda, a caregiver, has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: "I believe it is time to get things picked up, Anna."

Anna: "Do it yourself, I don't like doing YOUR work."

Linda: "Picking them up frees you to do other things later."

Anna: "NO"

Linda: "You might just take a few minutes and think about what benefits there are in doing your task."

Anna: "Do it yourself."

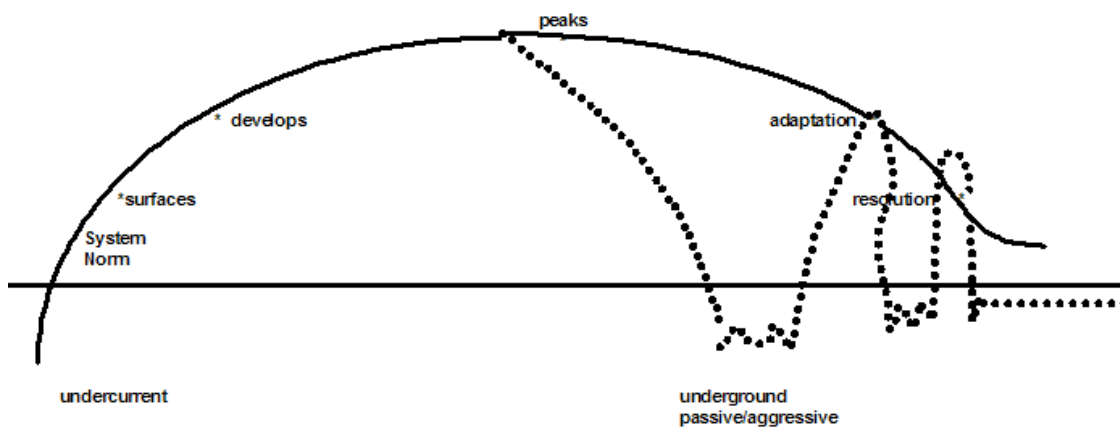
Linda: "Anna, when you refuse to do your tasks, I then must give you choices. You can either do your task now or receive consequences for refusing. What is your choice?"

Process Points: In this situation, Linda is using correction and Anna is attempting to quarrel. Linda does not go along with the quarreling. She gives Anna choices after attempting to correct her. Anna is being very resistant and disrespectful.

D. Lecturette: How Conflict Progresses

Time: 5 minutes

Trainer Note: Prior to this lesson, draw the diagram below on a large poster board, flip chart paper or chalkboard. Refer to the handout: Progression of Conflict during this lecturette.



Solid Line represents healthy resolution. _____
Dotted Line represents unhealthy situation.

There are 6 stages to Conflict as noted on the diagram:

1. UNDERCURRENT
2. SURFACES
3. DEVELOPS
4. PEAKS
5. ADAPTS
6. RESOLVES

Undercurrent

Conflict is not evident when it is underground or below the current view of the situation. When conflict is undercurrent, it is “brewing” and no one really understands what is going on. It is hidden from view.

Conflict Surfaces

When conflict surfaces, there are slight indicators that something is wrong. It might be that a harsh word is spoken, or a look is given that causes concern or confusion. There might be an event that triggers the conflict to surface, or it might just surface as a result of the “boiling” that has occurred underground and it just pushes up through the surface into view. At this point, it is still too early to do much about the conflict, as the true meaning is yet unclear. It is best to attempt to understand what is happening and then to make decisions on what to do from that assessment.

Conflict Develops

At this point, there are trigger events that cause the conflict to begin to take on life. It is at this point that management of the conflict is critical. The conflict needs to be resolved and dealt with, as it will either peak toward a good ending or peak toward a poor ending. It will peak. It is important to talk about what is happening, use conflict management strategies or conflict resolution strategies to resolve the conflict in an agreeable way.

Conflict Peaks

At the peak of a conflict one of several things will happen; either the conflict will be moving toward an agreeable resolution, or it will be moving toward an explosion where relationships are hurt. Sometimes conflict peaks to a level that causes damage, injury of persons etc. If we are effective in our management of conflict, there will be a peak where people are able to work through their differences, come to some conclusions that do not injure one another and move forward with openness and respect toward each other.

Conflict Adapts

The healthy adaptation of conflict is evidenced when people are able to talk about what happened, open to learning from the experience and have a clear understanding that conflict can help people develop ideas, relationships and projects. Unhealthy adaptation caused by a peak of conflict that damages relationships leaves people feeling hurt and unsatisfied that a good resolution hasn't occurred. In addition, instead of going to resolution, unhealthy adaptation generally leads to the conflict once again going underground and being just below the surface ready to surface again and again. Healthy adaptation moves to resolve and stays above ground and in the open.

Conflict Resolves

When conflict is managed well it generally ends with all relationships in good condition. This is resolve.

When conflict is dealt with in quarreling, confrontation, bitterness, disrespect, or anger, it can lead to the hurting of relationships. It also can return and hurt us later, as it goes underground where people harbor bitter feelings and resentment for one another. Next, we are going to look at some methods/strategies on how to deal with conflict.

E. Lecturette: Methods to Manage Conflict

Time: 15 minutes

Trainer Note: *Be prepared to offer a variety of situations as examples for the different methods of conflict management.*

There are several approaches to conflict management, each having its own benefits. We will review four different approaches, beginning with some simple strategies:

Approach 1 – Strategies

Refer to the handout: *Approach 1 Strategies*.

This approach utilizes various strategies to resolve the conflict. The strategies are: Avoidance, Accommodation, Compromise and Collaboration/Problem Solving. We will define each one in describe situations when they may be effective, and situations where may now be a good idea to use them.

Avoidance – to ignore and do nothing.

Avoidance is an effective strategy to use with conflict when

- The issue is small and trivial
- The situation will take care of itself
- Saving face is important for you or someone else
- Time is limited

Avoidance is not an effective strategy to use with conflict when

- The problem is important
- The problem will not resolve itself and might worsen if neglected

Accommodation – to give the person what they want.

Accommodation is an effective strategy to use with conflict when

- The relationship is important to the task
- The issue is trivial or small
- Small concessions will reap further gains

Accommodation is not an effective strategy to use with conflict when

- Your actions could be interpreted as being disrespectful (condescending)
- It would set an example that you always concede to everything

Compromise – to give a little and they give a little.

Compromise is an effective strategy to use when

- There is no simple solution
- Both parties have strong interest in very different parts of the problem
- There is not enough time for a truly collaborative solution
- The situation is not critical, and an adequate solution is good enough

Compromise is not an effective strategy to use with conflict when

- It would be unwise to demonstrate you cannot hold your ground
- A good solution is possible

Collaboration/Problem Solving – find a win/win solution through processing how we can both win.

Collaboration/Problem Solving is an effective strategy to use when

- The task and the relationship are both very important
- The time, information, and willingness to collaborate are present
- The outcome is exceedingly important
- Sufficient trust exists between parties

Collaboration/Problem Solving is not an effective strategy to use in conflict when

- Time, trust and resources are not available
- The issue is not worthy of the investment of time, energy and resources

Approach 2 – Using “I” Statements

Refer to the handout: *Approach 2: Using "I" Statements & Approach 3: A Good Formula* during this portion of the lecturette.

This handout has a number of statements. Read each set from the “I” and “You” message line and check the one you would prefer hearing from someone who is angry with you.

Using “I” Statements versus “You” Statement

“I” Statements	“You” Statements
I am angry.	You make me angry.
I feel rejected.	You are judging me and rejecting me.
I don’t like quarreling with you.	You are always quarreling.
I don’t like being blamed.	It is your fault.
I want freedom to say yes or no.	You are trying to run my life.
I want respectful friendship.	You are supposed to respect me.

As you can see, using "I" statements reduces the chances of escalating conflict. The statements do not accuse or place blame. “I” statements are much more likely to build relationships and good rapport, where the “You” statements tear down and create more conflict.

Approach 3 – A Good Formula

This approach offers a formula, or pattern, for a successful resolution to conflict. In this formula, a person states the behavior that is causing the conflict, the feeling this behavior causes, and the change in behavior they would like.

Formula

When you _____
(describe behavior of person)

I feel _____
(describe your feelings)

Therefore I would request that you _____.
(describe desired behavior)

Example: When you are with your other friends, I feel like you ignore me. This makes me feel lonely and rejected. I would like you to include me in your conversations with your other friends.

Approach 4 – A Model for Managing Conflict

Refer to the handout: *Approach 4 – A Model for Managing Conflict* during this portion of the lecturette.

This approach offers a model, or tool, to help organize thinking and help work through the problem. It requires the following steps:

1. Identify exactly what the problem is.
2. Identify possible solutions.
3. Look at the benefits of each solution and the problems with each solution.
4. Pick two with the best benefits and fewest problems.
5. Decide on one.
6. Put into action.

Example:

1. Identify exactly what the problem is.

We do not agree on which movie(s) to watch when we are getting ready for our Saturday night movie night. We often quarrel.

2. Identify possible solutions.

- a. We could vote
- b. We could take turns having different people choose for an evening – so everyone gets a turn sometime.
- c. We could play games instead of watching movies.
- d. We could just let one person choose each time.

3. Look the benefits of each solution and the problems with each solution.

- a. We could vote
Benefits – everyone gets a say.
Problems – Someone might always want their movie only and not want to vote.
- b. We could take turns having different people choose for an evening – so everyone gets a turn sometime.

Benefits – each person gets all their favorite movies for a full night.

Problems – it would take too long for each person to have a say, as there are 20 of us who watch movies on Saturday night.

- c. We could play games instead of watching movies.

Benefits – we could all be doing different things at the same time.

Problems – we all really want it to be a movie night.

- d. We could just let one person choose each time.

Benefits – one person would be very happy and in control.

Problems – everyone else would be very unhappy.

4. Pick two with the best benefits and fewest problems.

Solution A is a good choice as we all get to vote and be involved

Solution B seems to be less of a problem than the others

5. Decide on one.

Group chooses Solution A

6. Put into action.

F. Practice Session

Time: 15 minutes

Set up

Distributes a handout: *Resolve This Conflict*. Divide the class into smaller groups of 4-5 members.

Instructions

Your group has 10 minutes to resolve the following conflict. Use one of the approaches to conflict management we had discussed in this lesson. Use the space at the bottom of the hand out to make notes about the process.

The Conflict: You are given \$40 for use in your group. You can do anything with this money that you want. You could have a party, a special meal; go to a movie, etc. Everyone wants to spend it on something different. Your group must resolve this conflict by agreeing on a plan to spend the money.

G. Action Plan and Closing

Time: 5 minutes

Action Plan Instructions

Explain the following instructions for the Action Plan.

Write a report about how you have used the conflict management strategies during the week. For each situation, describe the conflict and which approach was used to resolve it. Briefly explain why this approach was chosen instead of the other approaches. Bring this report with you for the next .

Closing

We all know there is no way to get through life without conflict. Now you know to conflict does not have to be a bad thing. Managing conflict appropriately can result in new solutions and better relationships. Have fun with your newfound knowledge!



DESCRIPTIONS AND CHARACTERISTICS OF CONFLICT

Descriptions of Conflict

- The results of real or perceived differences, which may affect actions or outcomes we believe are important.
- A state of being that occurs over a prolonged period during which issues are not addressed thereby leading to dissonance.
- Conflict exists when one or both parties are not obtaining what they need or want and are actively seeking their own goals.
- Inter-group conflict occurs when members of one group believe their group's right to fulfill its needs or interests is denied by members of another group or another person.

Characteristics of Conflict

- ***Inevitable*** – we all experience conflict, as it is a part of life.
- ***Neither Good nor Bad***, how we manage conflict can be helpful or hurtful. The Bible differentiates between helpful and hurtful conflict by calling the differences quarreling and correcting. Quarreling is negative because it refers to arguments or disagreements for the purpose of promoting self-worth or causing division.
- ***Process*** – it has a predictable flow, starting small and growing into something big, if not managed well.
- ***Consumes Energy*** – it takes time to manage. This is sometimes very time-consuming and physically draining.
- ***Content and Feeling*** – when conflict arises, there are often many issues (content) to deal with along with many different feelings.
- ***Proactive and Reactive*** – this simply means we can either manage conflict with careful thought and respect for others and ourselves or we can react out of our emotions. Reactions often lead to us doing things we later regret. Planning and managing the conflict can lead to a good closure to the conflict and the maintaining of good healthy relationships.



QUARRELING VERSUS CORRECTING

Quarreling – James 4:1-3

What causes fights and quarrels among you? Don't they come from your desires that battle within you? You want something but don't get it. You kill and covet, but you cannot have what you want. You quarrel and fight. You do not have, because you do not ask God. When you ask, you do not receive, because you ask with wrong motives, that you may spend what you get on your pleasures.

Correcting – 2 Timothy 2:25

With gentleness correcting those who are in opposition, if perhaps God may grant them repentance leading to the knowledge of the truth.

Quarreling (James 4:1-3)	Correcting (2 Tim. 2:25)
Seeks win/lose	Seeks win/win
Tends to divide/choose sides	Seeks relationship building
Exaggerates strife	Speaks truth in love
Tears down	Seeks something better
Has hidden goals	Keeps issues in the open
Insists on own way	Looks for common interests
Does not show care	Expresses care
Moves in defiance	Moves towards resolution
Wants own way	Wants the best way

In each of the situations below,, decide whether he each person is Quarreling or Correcting. Why did you make this decision?

Situation 1: 14 year old Anna has not completed her assigned task in the play area. Linda, a caregiver has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: "I have told you 100 times I want things done right, Anna! Get that picked up and put away, now."

Anna: "Do it yourself, I don't like doing YOUR work."

Linda: "I said now!"

Anna: "NO"

Linda: "You are such a problem!!! I don't even like you."

Anna: "Well, I don't like you either."

Linda: "I guess that makes us even, then, but I have the power and you don't! Pick this up or you are never going outside again!"

Situation 2: 14 year old Anna has not completed her assigned task in the play area. Linda, a caregiver has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: "I have told you 100 times I want things done right, Anna! Get that picked up

and put away, now.”

Anna: “I have the intention to pick these up, but just have not started the task yet. I will do it shortly.”

Linda: “I said now!”

Anna: “Linda, I am in the middle of this game and could use just a little more time, please.”

Linda: “You are such a problem!!! I don’t even like you.”

Anna: “When you say that, I feel very sad.”

Linda: “ Big deal.”

Situation 3: 14 year old Anna has not completed her assigned task in the play area. Linda, a caregiver has just entered the area and sees that the task is not completed. Here is the conversation:

Linda: “I believe it is time to get things picked up, Anna.”

Anna: “Do it yourself, I don’t like doing YOUR work.”

Linda: “Picking them up frees you to do other things later.”

Anna: “NO”

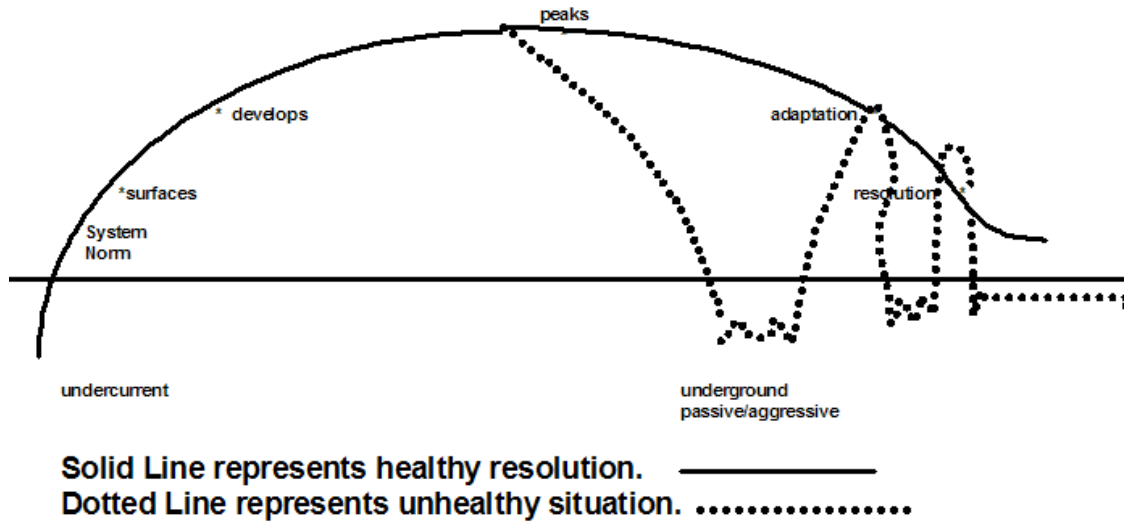
Linda: “You might just take a few minutes and think about what benefits there are in doing your task.”

Anna: “Do it yourself.”

Linda: “Anna, when you refuse to do your tasks, I then must give you choices. You can either do your task now, or receive consequences for refusing. What is your choice?”



THE PROGRESSION OF CONFLICT



The 6 stages of Conflict

1. Undercurrent
2. Surfaces
3. Develops
4. Peaks
5. Adapts
6. Resolves

When conflict is managed well it generally ends with all relationships in good condition.



APPROACH 1: STRATEGIES

Avoidance – to ignore and do nothing.

Effective to Use When	Not effective to use when
The issue is small and trivial The situation will take care of itself "Saving face" is important for you or someone else Time is limited	The issue is important The problem will not resolve itself The situation might worsen if neglected

Accommodation – give the person what they want.

Effective to Use When	Not effective to use when
The relationship is important to the task The issue is small or trivial Small concessions will be further gains	Your actions can be interpreted as been disrespectful (condescending) You don't want to set an example of concession

Compromise – each party gives a little.

Effective to Use When	Not effective to use when
There is no simple solution Both parties have strong interest in very different parts of the issue There is not enough time for a collaborative solution The situation is not critical, therefore an "adequate" solution is good enough	You must demonstrate you can hold your ground A "good" solution is possible

Collaboration/Problem Solving – find a win/win solution for both parties by thoroughly processing the problem

Effective to Use When	Not effective to use when
Task and relationship are very important Time, information and willingness are present Outcome is very important Trust exists between parties	Time, trust and resources are not available Issue is not worthy of investment of time, energy and resources



APPROACH 2: USING "I" STATEMENTS & APPROACH 3: A GOOD FORMULA

Approach 2 – Using "I" Statements

Instructions:

This handout has a number of statements. Read each set from the "I" and "You" message line and check the one you would prefer hearing from someone who is angry with you.

"I" Statements versus "You" Statement

✓	"I" Statements	"You" Statements	✓
	I am angry.	You make me angry.	
	I feel rejected.	You are judging me and rejecting me.	
	I don't like quarreling with you.	You are always quarreling.	
	I don't like being blamed.	It is your fault.	
	I want freedom to say yes or no.	You are trying to run my life.	
	I want respectful friendship.	You are supposed to respect me.	

Approach 3 – A Good Formula

When you _____
(describe behavior of person)

I feel _____
(describe your feelings)

Therefore I would request that you _____.
(describe desired behavior)



APPROACH 4: A MODEL FOR MANAGING CONFLICT

6 Steps to Use to Resolve Conflict

1. Identify possible solutions.
2. Identify exactly what the problem is.
3. Look at the benefits and the problems with each solution.
4. Pick two with the best benefits and fewest problems.
5. Decide on one.
6. Put into action.

Example:

1. Identify exactly what the problem is

We do not agree on which movie(s) to watch when we are getting ready for our Saturday night movie night. We often quarrel.

2. Identify possible solutions

- A. We could vote
- B. We could take turns having different people choose for an evening so everyone gets a turn sometime.
- C. We could play games instead of watching movies.
- D. We could just let one person choose each time.

3. Look at the benefits and the problems with each solution

- A. We could vote
Benefits – everyone gets a say.
Problems – Someone might always want their movie only and not want to vote.
- B. We could take turns having different people choose for an evening – so everyone gets a turn sometime.
Benefits – each person gets all their favorite movies for a full night.
Problems – it would take too long for each person to have a say, as there are 20 of us who watch movies on Saturday night.
- C. We could play games instead of watching movies.
Benefits – we could all be doing different things at the same time.
Problems – we all really want it to be a movie night.
- D. We could just let one person choose each time.
Benefits – one person would be very happy and in control.
Problems – everyone else would be very unhappy.

4. Pick two with the best benefits and fewest problems

Solution “A” seems good choice as we all get to vote and be involved
Solution “B” seems to be less of a problem than the others

5. Decide on one

Group chooses Solution A

6. Put into action



RESOLVE THIS CONFLICT

Instructions

Your group has 10 minutes to resolve the following conflict. Use one of the approaches to conflict management we had discussed in this lesson. Use the space below to make notes about the process.

The conflict

You are given \$40 for use in your group. You can do anything with this money that you want. You could have a party, a special meal; go to a movie, etc. Everyone wants to spend it on something different. Your group must resolve this conflict by agreeing on a plan to spend the money.

LESSON 4

MANNERS & COURTESIES

Total Time: 1 ½ hours, 90 minutes

Special Materials Needed for This Lesson

Place Setting for Four

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- Participants will understand how communication patterns enhance a relationship or can hinder a relationship.

A. Welcome and Introduction

Time: 15 minutes

***Trainer Note:** The information presented in this lesson might differ from your culture. Alter it accordingly.*

Teaching the material of this lesson try not to be direct. Instead of saying: "Don't put your elbows on the table", say: "It's considered impolite to put elbows on the table while eating".

Coming to each new session of the lesson you can first ask the students what courtesies they know, write them on the chart paper or black board and then add the ones that were not mentioned.

Welcome

Welcome everyone back to *Life Skills*. Ask the participants to share the lessons that have been most helpful so far and why they have found them the most helpful. Accept a few answers as given.

Provide a brief summary of last's week's lesson by asking the following questions.

- Are there positive ways to deal with conflict?
- Is conflict a necessary part of our lives?
- Based on last's week lesson, are you better equipped to deal with conflict in your life?

Choose different people to answer the questions and encourage them as they answer correctly. If anyone answers incorrectly, explain the correct answer. Be sure to thank members who participate in the discussion.

Introduction

Today's Social Skills lesson is about Manners and Courtesies. We will learn and practice manners for making introductions, visiting others, properly setting a table, and a few other common courtesies.

B. Lecturette & Role-Play: Introducing Yourself

Time: 7 minutes

Remember a few weeks ago we discussed the social dimension of our identity. In that lesson, we discussed the importance of listening while others are speaking, saying, "please", "thank you" and "excuse me". We also discussed the importance of interacting appropriately with others. Two weeks ago in our social skills lesson, we learned the skills of good listening, which were stopping, watching, and waiting.

Now we are going to build on the skills by learning and practicing proper introductions.

It is important to keep in mind that countries, even regions of countries may differ in their manners, so it is always wise to ask people questions about the manners and customs of other countries and regions if you are traveling. When in doubt, take the lead from other people.

Role-Plays

Trainer Note: *Two Trainers will conduct the role play. If there is only one trainer available, have one of the class members assist.*

Instruct the class to observe the following brief role-plays; taking note of the important behaviors that help or hinder the introduction process. Process these points after each role-play.

Role Play 1: Appropriate

Mrs. Smith enters the classroom and sees Mrs. Vincent talking to her students. She waits until Mrs. Smith isn't busy and introduces herself, letting Mrs. Smith know that she will be helping in her class for the next few weeks.

Mrs. Smith: (Looks her in the eyes, extends a hand to shake it.) "Hello, my name is Mrs. Smith. What is your name?"

Mrs. Vincent: (Looks in her eyes, extends her hand and shakes it.) "I'm Mrs. Vincent. It's nice to meet you."

Mrs. Smith: "Thank you. I'll be helping you with the art class for the next three weeks."

Mrs. Vincent: "That will be great! I am so excited to have you help me."

Process Points: The following are behaviors that should be addressed.

- The teacher stopped and looked each other in the eyes.
- Waited until Teacher was finished before interrupting
- Extended hand

Role Play 2: Inappropriate:

Mrs. Linda Smith enters the classroom and sees Mrs. Anna Vincent talking to her students. Without pausing, she rushes in, informing Anna of her name and new assignment.

Mrs. Linda Smith: (Linda rushes in looking around room and goes up to Anna and introduces herself. She does not extend her hand or use her formal name.) "Hi, I am Linda and I hear you are Anna."

Mrs. Vincent: "Yes, I am Mrs. Vincent. How might I help you?"

Mrs. Smith: "Oh, you do not need to help me. I will be helping you. I am a new teacher here. Just call me Linda, Anna."

Process points: When processing this role-play, the following points should be included:

- Teacher rushed in and interrupted.
- Did not give teacher eye contact.
- Did not use formal greeting.
- Did not extend hand.

C. Partner Activity: Introducing Yourself

Time: 8 minutes

Set up

Refer to the handout: *Introducing Yourself*. Divide the group into partners.

Instructions

Using the scenarios from the handout, one partner will play the role of the new classmate, orphanage director or soccer coach. The other partner will introduce him/herself to the individual. The partners will switch roles and practice it again.

Once both partners have an opportunity to practice at least one of these scenarios, they should critique each other on how well they did the following:

- Maintained good eye contact.
- Wait until person was finished before they interrupted.
- Use a formal introduction to strangers.
- Shake hand if appropriate.

Scenarios

1. Introduce yourself to a new classmate who is writing down their assignment after class.
2. Introduce yourself to a new the Orphanage Director who is helping a young child on the bus.
3. Introduce yourself to the soccer coach who is finishing his notes about the day's practice.

Process the Activity

Ask the partners to share their observations about the activity. Include questions to determine how well they remembered to maintain good eye contact, stop and wait quietly for opportunity to speak, use appropriate introduction and shake hands if appropriate.

Trainer Note: *You may want to share some examples of introduction in other cultures. For example, the Asian culture usually bow to one another upon introduction.*

D. Lecturette & Role-Play: Introducing Others

Time: 5 minutes

Now that you have had an opportunity to practice introducing yourself, we are going to practice introducing someone else. The role play gives an example of introducing a friend to a person in authority. This is a formal introduction. There are some guidelines to keep in mind when introducing others.

1. Introduce the older person to the younger person first.
2. Men are introduced to women first.
3. Last names and titles (Mr., Mrs., Dr., etc.) are used when introducing people you do not know well or have a position of authority. Examples are: teachers, pastors, someone you are meeting for the first time.
4. Formal names are not usually used with informal introductions. Example: introducing one friend to another friend.
5. Some regions of the country could be slightly different so ask if in doubt.

Role Play

Andrew sees the orphanage director, Mrs. Peters in the hallway speaking with Mrs. Smith. As he begins to approach them, Mrs. Smith enters her classroom and Mrs. Peters walks toward Andrew and John. Andrew decides it would be a good idea for John to meet Mrs. Peters. Andrew approaches Mrs. Peters and begins the conversation; remembering to use good eye contact.

Andrew: "Excuse me, Mrs. Peters. I would like you to meet my friend. He just arrived here from Princeton and will be visiting me for the day. Mrs. Peters, this is my friend, John. John, I would like you to meet Mrs. Peters."

John: "It is nice to meet you, Mrs. Peters."

Mrs. Peters: "It is nice to meet you too, John! I hope the two of you enjoy your day together."

John: "Thank You"

Process the Role-Play

Solicit feedback from the group, focusing on the rules for formal introductions. They should also keep in mind what was discussed in the previous role plays.

E. Practice Activity: Introducing Others

Time: 10 minutes

Set up

Distribute Handout: *Introducing Others*. Divide the class into groups of three.

Instructions

Each group member will practice introducing the other two using the guidelines and scenarios listed on the handout. They will switch roles so that each one has the opportunity to practice introductions.

1. Introduce your sister, Annie Smith, to the foreigner, Richard Smith.
2. Introduce your friend, Irma Andrews, to the butcher, Victor Smith.
3. Introduce your friend, Carl, to your friend, Linda.
4. Introduce Aunt Tanya to your friend, Tom.

Process the Activity

Once complete, report out and make sure to reiterate the rules discussed at the beginning of the section to ensure they introduced themselves to each other correctly.

F. Lecturette: Visiting Someone's Home

Time: 5 minutes

Now that we can introduce ourselves, we can prepare to visit someone's home. The following are considered proper manners for this occasion:

- In preparation for your visit, you will want to have a small gift, such as flowers, to give to your host or hostess. Anything will do, it is the thought that makes the difference.
- Many people prefer that you remove your shoes when entering their home. If you notice your host /hostess is not wearing outside shoes, offer to remove yours.
- Guests usually go only in those rooms where they were invited.
- Using the toilet put the seat up or down depending on the necessity

If you are sharing a meal

- It is important to thank the host/hostess for the meal and complement the person who made the meal.
- Sometimes guests bring some food with them (cookies, chocolate).
- It is important to take time to chew your food completely before talking.
- Do not rush hurriedly through a meal if your host/hostess is taking their time eating.
- When a fabric napkin is served during the meal it's put and should stay on your

lap.

- A knife (when served) is held in the right hand and a fork – in the left. A knife is used as a helping tool to put food on the fork and to cut big pieces of food into smaller ones. When two sets of forks and knives are served, then the smaller is used for dessert and a salad, and the bigger – for the main course of dishes.
- Usually on official dinners people don't bite bread but break a small piece from it and put it into their mouth. In a same way food is cut into small pieces and then taken.
- Sometimes poultry (like chicken) can be eaten with fingers. It depends on the way it is cooked and the setting of the dinner. In such situations it's better to conform to the hosts' standard of behavior. Other finger foods might include pizza, tacos, etc.
- You should hold your arms close to yourself and not put elbows on the table.
- Before taking a drink of a beverage people blot their lips with a napkin.
- To put sugar in a cup of tea you should bring a sugar bowl close to your cup and then carefully take sugar. Don't put the spoon from the sugar bowl into your cup. Use the teaspoon that was served with your cup and saucer. Stirring don't make noise.
- It's considered a bad manner to blow a nose or belch at the table.
- If you can't reach something on the table, ask somebody to pass it to you.
- Taking the last piece or portion from the dish ask if anybody else would want it.
- Taking food estimate your portion in such a way that there was enough for everybody.
- If one of the dishes was not in your taste, it's better not to make faces or say "Yakee!" 😊

Trainer Note: Trainer can share another cultural differences or similarities in visiting a home. For example, in Canada it is appropriate to remove your shoes when you enter a home and to take a gift to your host/hostess. In the United States it depends where you live.

G. Lecturette and Activity: Setting a Table

Time: 25 minutes

Brief Lecturette

Trainer Note: Prior to this lesson, prepare a place setting for four people. It will include the appropriate cutlery, dishes, glasses and other items needed to demonstrate to the youth.

Did you know there is a proper way to prepare a table for a meal? There is an appropriate place to set the plates, silverware, glasses and other items. There are also proper ways to seat and serve your guests. I am going to demonstrate setting a table and related activities with your help. I'll need some volunteers so we can learn these things together.

Set up the Activity

Choose volunteers for each of the following:

- Someone to help set the plates
- Someone to help set the cutlery
- Someone to help set the glasses
- Someone to set condiments and food items
- Someone to serve the beverages
- Someone to be the host/hostess
- Four people to be the guests

Conduct Activity

Demonstrate putting the place setting together by instructing each of the volunteers to perform the tasks above. Continue the lesson by explaining the importance of greeting your guests properly and ensuring they are seated correctly.

Process Activity

Process the activity with a question and answer period that will allow the participants to familiarize themselves with this section of the lesson.

H. Lecturette: Other Courtesies

Time: 5 minutes

***Trainer Note:** Prepare ahead of time to discuss culturally specific manners regarding the above areas and be prepared to discuss them in detail. The information given is to help give you ideas on what manners/customs may be important to cover in your area.*

The final piece we will discuss today is common courtesies. The following areas will be covered:

- Public Transportation
- Attending Church
- Men escorting women

Public Transportation

Most of us will use some type of public transportation during our lifetime. Whether it is a bus, subway, trolley, train, or taxi, there are certain courtesies to keep in mind.

- When riding a bus or other form of transportation with limited seating, you should offer your seat to women, the elderly or the handicapped, persons with toddlers and stand instead.
- If you need to move from one part of the bus to another, ask the person in front of you by saying "Excuse me"
- If you have to ride in a taxi, it is expected that you will give the driver a tip for their service.

Attending Church

The churches throughout the country are numerous and vary tremendously in style. We would not be able to cover all of the common courtesies in each church in this limited time. Here are some basic rules examples that generally apply to the Orthodox, Catholic and Conservative Protestant Churches:

- Women usually wear dresses and some type of head covering.
- Men wear long pants and dress shirts.
- Men take their head wear off.
- The best tip would be to talk with someone who attends the church before you go and have them tell you what to expect.

Men Escorting Women:

When men are escorting women, they should:

- Offer to carry their parcels.
- Open doors for them, including car doors.
- Help them to put on or take off their coat or jacket.
- Offer a hand to assist them in and out of vehicles of any type.

I. Action Plan and Closing

Time: 10 minutes

Action Plan Instructions

Your Action Plan for next week will be to practice setting a table, greeting one another, and extending common courtesies to those around you.

Using the table on the Action Plan, place a check mark next to the activity in which you practiced the manners in this lesson. Use the extra space to make notes about other manners and courtesies that you commonly use, or to list questions you may have.

The idea is to try and do several of them each day. In fact, we hope that with practice, these manners and courtesies become a natural practice for each of you.

Closing

Remember to DO unto others, as you would WANT them to do to you.

This will help you have a wonderful week. See you next lesson!!



MANNERS & COURTESIES ACTIVITY: INTRODUCING YOURSELF

Instruction

With your partner, role-play each of the following scenarios. When you have practiced all three, switch roles and repeat them.

When introducing yourself, remember to:

- Maintain good eye contact
- Stop and wait quietly for opportunity to speak
- Use appropriate introduction, and
- Shake hands, if appropriate.

Scenarios

1. Introduce yourself to a new classmate who is writing down their assignment after class.
2. Introduce yourself to a new the Orphanage Director who is helping a young child on the bus.
3. Introduce yourself to the soccer coach who is finishing his notes about the day's practice.



MANNERS & COURTESIES ACTIVITY: INTRODUCING OTHERS

With the others in your group, practice introducing each other using the scenarios below. Switch roles so that everyone in your group may practice it introduction.

When introducing others, remember these guidelines:

- Introduce the older person to the younger person first.
- Men are introduced to women first.
- Last names and titles (Mr., Mrs., Dr., etc.) are used when introducing people you do not know well or have a position of authority. Examples are: teachers, pastors, someone you are meeting for the first time.
- Formal names are not usually used with informal introductions. Example: introducing one friend to another friend.

Scenarios:

1. Introduce your sister, Annie Smith, to the foreigner, Richard Smith.
2. Introduce your friend, Irma Andrews, to the butcher, Victor Smith.
3. Introduce your friend, Carl, to your friend, Linda.
4. Introduce Aunt Tanya to your friend, Tom.

MANNERS & COURTESIES

ACTION PLAN

Using the table below, place a check mark next to the activity in which you practiced the manners in this lesson. Use the extra space to make notes about other manners and courtesies that you commonly use, or to list questions you may have.

Activity	✓
Introducing Yourself	
Introducing Others	
Visiting Friends	
Setting a Table	
Public Transportation	
Attending Church	
Escorting a Woman	
Other #1	
Other #2	

LESSON 5

JOINING IN WITH A GROUP OR TEAM

Total Time: 1.5 hours, 90 minutes

Special Materials Needed for This Lesson

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- Participants will understand how communication patterns enhance a relationship or can hinder a relationship.

A. Welcome and Introduction

Time: 15 minutes

Welcome

Welcome the class with pleasantries. Conduct a brief review of previous lessons using actual examples of times that youths have demonstrated the skills they have been learning in the training. Ask the following or similar questions:

- Could someone tell me what skills they have used from the training on Identity? How are you putting this learning to use?
- Could someone now tell me how he or she has been using the skills from the lesson on Social Skills? How are you going to continue to use these skills?

Trainer Note: You might want to give out small stickers or some other type of small award for each youth who shares how they are using the skills. You are rewarding Transfer of Learning.

Introduction

Introduce the topic of Joining In with a Group. Explain there we are all part of various groups. We are members of a family, have school classmates, are connected to a group where we live, and often have many other groups as well.

Throughout life we must work together with other people. In the earlier lesson we talked about how important it was to Listen, Manage Conflict, Show Good Manners and use the effective Social Styles to help us get along with others. Our goal in this lesson is for you to learn strategies for joining a group. This will help you increase peer interactions and better equip you for making new friends and getting along in the community.

B. Joining In: Interactive Role Plays

Time: 30 minutes

Set up

Select six members of the group to participate in the role plays with you. Instruct them of the roles they will be playing as actors in two different scenarios to demonstrate "joining in". Use the following role plays, or devise to others appropriate to the class.

Role Plays for Appropriate Behavior

Role Play #1: This role-play takes place in the gym or on the playground and demonstrates joining a game. Roles: Someone who would like to play dodgeball (trainer), Friend, five Dodge ballplayers.

Trainer: (To a friend) "Oh look, they're playing dodge ball over there. It looks like fun! I'd love to play too. I think they could use some more players. Come on, let's go over and see if we can play."

(Both trainer and friend walk over to group.)

Trainer: "Hi! Can we play dodge ball too?"

Dodgeball player: "Ok, you can go stand by Anna."

Trainer: "Ok."

Role Play #2: This role-play demonstrates joining a group in the lunchroom. Roles: Someone who would like to join friend for lunch (trainer), Teresa and five others who are eating lunch.

Trainer: (Speaking aloud to self) "Anna and the girls are sitting by the window. I think there is room for me too." (Trainer walks over to group.) "Hi. Can I sit with you for lunch?"

Teresa: "Ok, here's a place."

Trainer: "Thanks."

Process the Role Plays

Ask questions to enable the participants to recognize the name the components of

“Joining In.” These components are:

- Thinking
- Asking Politely, and
- Waiting.

During this discussion, write the responses on a chalkboard or chart paper. Allow for personal descriptions of behaviors and write them as spoken. Summarize them into these three main components.

Trainer Note: *The following dialogue is placed here as an example of questions, responses and comments, which served to focus attention on the three components of joining in: Thinking, Asking Nicely, and Waiting. Do not read this dialogue to the class. Feel free to use other questions and comments in order to draw out these components from the role plays.*

Trainer: “What was the first thing I did to join a group?”

Participant: “You thought about whether you wanted to join in, and if there was room for you.”

Trainer: “That’s correct. I thought about joining in. I didn’t want to barge in the middle of something. When I decided that I wanted to join in, what did I do?”

Participant: “You walked over to the group. Then you asked if you could play (or join them for lunch).”

Trainer: “So to join in, I thought about it first, then I went over and asked nicely if I could join in and I waited.” (Refer to the words on chart paper.)

Role Play for Inappropriate Behavior

Repeat the role-play of the situation in the gym and/or lunchroom without all of the steps. Demonstrate thinking and wishing to join in, but omit the steps of going over and asking to join.

Introduce this role-play by instructing that class to watch closely and take note of any of the steps you do not do.

Trainer: (To a friend) “Oh look, they’re playing dodge ball over there. It looks like fun. I’d love to play.” (The trainer stands and just watches. A few minutes later, the bell rings to end recess. The trainer looks sad.)

Process the Role Play

Trainer Note: *Again, the following dialogue is placed here to help you carry out the discussion, do not read the dialogue or hesitate from simply carrying on a conversation with questions in order to draw out the components of the role play that are missing and to identify the impact of that deletion.*

Trainer: “Did I forget to do something that time?”

Participant: “You didn’t go over and you didn’t ask if you could join in.”

Trainer: “That’s right. Did I get to play?”

Participant: “No.”

Trainer: “So I have to make the move. The others couldn’t hear or see me to know that I wanted to join in so I have to let them know. How do you think I felt when the bell rang?”

Participant: “Sad, disappointed.”

Trainer: “So if we want to join in, we must make ourselves go over and ask politely, so that others will know what we want.”

C. Practice

Time: 30 minutes

Set up

Select a group of three or four of the class members to act out a few simple role-plays. Depending on the makeup of the class, one group may act out all of the role-plays or select a different group for each one. In each of the role-plays, the actors are to demonstrate successful attempts to join in. Be sure to set the participants up for success by providing instruction and suggestions.

Instructions

Inform the class that they are going to watch several role-plays involving people who want to join in with others. After each role-play, the class will discuss whether or not the appropriate skill components were displayed.

Role Play Ideas (others may also be used):

- One person asks to join a volleyball game.
- One person asks to join a small group looking at a book.
- One person asks to join a board game that a group is playing.

Process the Role-Plays

After each role play, ask the following or similar questions:

- Did _____ (actor in role play) remember all of the steps?
- Did he think, go over and ask politely to join and then wait?
- What are some of the things _____ (actor in role play) did well?

D. Transfer of Learning

Time: 10 Minutes

To the Residential Facility

Ask the group for examples of when they might be able to practice joining in with a group. Accept answers as given.

If this class is part of a residential facility, inform them that you will be asking the caregivers to watch them this week to see who is joining in using the components we have learned in this lesson. They will be watching for those youth who, think first, walk up and ask politely, and then wait.

Trainer Note: *Prior to this lesson, ask caregivers to pay attention through the week to class members who demonstrate the components*

of “joining in with a group.” Ask them to offer praise and reinforcement for the effective use of this behavior. Tell them at the next class, the trainer will ask for examples of times when they used the skill and were praised.

To the Community

Explain to the class that “Joining In” is a skill that can be practiced in the community. It is an important skill needed for getting along in the workplace too.

Ask for examples of when Joining In can be practiced in the community. Likely answers should include such things as: With our friends, families, neighbors, a football game, a club or church.

Caution

Caution the participants to think about whether the group of people involved is a safe group for them. If they are doing something illegal, dangerous, or treating each other roughly or rudely, then it isn't going to be a safe group to join.

E. Action Plan and Closing

Time: 5 Minutes

Action Plan Instructions

During the next week, participants are to practice 'Joining In' activities in the residence and the community. They are to record this on the Action Plan and bring it to training next lesson.

Closing

Thank the class members for their participation. Ask each of them to each give you one word that best describes this lesson to them. Dismiss the class after each person has answered.

JOINING IN WITH A GROUP OR TEAM

ACTION PLAN

During the next week practice the skills of joining the group. Make notes about the situations. Remember to follow the three steps.



THINK
about who to join



GO OVER and
POLITELY ASK



WAIT for the answer
to join in

		Times I have “joined in” and how I did this....
	1.	
	2.	
	3.	
		Times I let others to join me and how I did this....
	1.	
	2.	
	3.	
		New friends I made this week...
	1.	
	2.	
	3.	

Bring this back with you for the next lesson. Have a great week!

LESSON 6

BUILDING LISTENING SKILLS

Total Time: 1.5 hours, 90 minutes

Special Materials Needed for This Lesson

Wall Charts

Competencies for Social Skills Module

Summary of competencies for Module 2: For participants to know and understand the importance of interacting successfully with others, working together effectively and to be able to partner with the community.

- Participants will know and understand how they each have different styles of social interaction.
- Participants will be able to demonstrate ways of building a relationship with others.
- Participants will know and understand how being an effective listener can enhance their friendships and learning potential.
- Participants will be able to identify good listening skills and recognize when these skills are or are not being used.
- Participants will know, understand and demonstrate effective listening skills.
- Participants will know and understand appropriate manners for social interactions.
- Participants will understand the dynamics of conflict and will understand how they are responsible to manage conflict in their lives.
- Participants will know and understand the dynamics of working with a group of people and understand how different roles either help or hinder group/team development.
- **Participants will understand how communication patterns enhance a relationship or can hinder a relationship.**

A. Welcome and Introduction

Time: 10 minutes

Welcome

Welcome everyone back to this week's *Life Skills* lesson. Engage the class in a review of last week's lesson, Joining In, by asking the following or similar questions.

- Who can tell me what Joining In means?
- What steps do you take in trying to join a group?

Ask for volunteers to share examples of Joining In from their Action Plan as well as examples of praise received the staff at the residential facility.

Encourage them to continue working on this skill and thank them for sharing.

Introduction

In an earlier lesson, we learned the importance of building relationships by listening. We learned that there were behaviors associated with listening. So we know that communication is not only what we say, but also how we say it. The way we position ourselves, our facial expressions, our gestures and other things are part of communication. This is called body language.

Body language speaks much louder than words. In fact, it has been indicated that body language speaks for well over 50% of the meaning of a conversation.

Today, we are going to learn about body language and how we can use it to build our listening skills.

B. Introductory Activity

Time: 20 minutes

Trainer Note: Prepare in advance sheets of paper with the following two reactions written on them: *VERY BORED* and *VERY INTERESTED*.

Set up

Ask the participants to think of a pleasant story to tell to a partner. This story may be about something from the past, a recent activity, a favorite hobby, or anything else comes to mind. This should be something they are comfortable sharing and can talk about for approximately two minutes. Give them a few minutes to think about this and make a few notes to refer to while telling the story.

When everyone is ready, divide the class into partners of two for the following activity. Arrange chairs with one partner facing the front of the class. This will be the listener. The second partner should place his chair facing his partner, with his back to the front of the class. This will be the speaker.

Instructions

The partners will take turns playing the speaker and the listener. As each person speaks, the trainer will direct the listeners' response by silently displaying the instruction on a piece of paper, which the speaker will not be able to see. The listeners' behaviors will reflect the words displayed by the trainer.

Part 1

- The speaker will begin telling his story. As he begins, the trainer will display a paper instructing the listener to act *VERY BORED*. The listener will follow this instruction. The speaker will *not know* what the instruction says.
- Allow the activity to continue long enough for the reaction to have an impact (approximately two minutes).
- Stop the activity.
- Process Activity. Ask the speaking partners how they felt while telling the story. Did they enjoy it? Did they want to continue? What did your partner do that made you feel this way?
- On a piece of chart paper or chalkboard record the actions that demonstrated

boredom. These may include: did not look at me, leaned back in his chair, yawned, distracting gestures and others.

Part 2

Have the partners switch seats so the opposite partners have their backs to the front of the class. Tell the class the activity will be repeated so that the other partners can have an opportunity to tell their stories and add more behaviors to our list. Proceed as follows:

- As they tell their stories, the trainer should display a paper instructing the listening partners to act VERY INTERESTED.
- Allow the activity to continue long enough for the reaction to have an impact (approximately two minutes).
- Stop the activity.
- Process Activity: Ask the speakers how they felt while telling the story. How was their experience different from Part 1? What made the difference?
- Solicit specific behaviors that were different. These may include: looked at me a lot, leaned forward, nodded their head, etc. Place these on the chart beside the others. Compare the differences.

Bridge to Attending: These actions we identified are part of our body language known as Attending Skills. Attending Skills are nonverbal behaviors that we can practice to become better listeners. Let's look at some specific skills.

C. Lecturette and Discussion: Attending

Time: 25 minutes

Trainer Note: Trainer should engage the students during this lecturette/discussion. As each topic is introduced solicit examples from the students. These may be from the previous activity, or from actual conversations. Sample questions have been provided, but the trainer should feel free to ask others to promote understanding. Draw attention to the confusion that is caused when the spoken messages do not match nonverbal messages.

Attending is giving your physical attention to another person. It is like listening with the whole body. When a person is attending, they are attending with their non-verbal behaviors (body language).

When a person is attending, it shows the other person they are interested in what they are saying. It encourages the person to speak what is on their mind or in their heart. The lack of attending, on the other hand, tends to stifle communication and shuts down the person.

As we experienced in our activity, there are many aspects to attending. Today, we are going to look at six specific areas:

- Personal Space
- Posture
- Gestures
- Eye Contact

- Facial Expressions, and
- Minimal Encouragers

Personal Space

All of us have a personal space that we protect in different ways. We call this our comfort zone. When others get inside of that comfort zone, we often feel threatened and will back away. We might become so uncomfortable that we cannot continue communicating. We might even ask the person to back away a little.

Sample Questions: How close do you like to be to someone when you are speaking with them? Does it make a difference who they are? Why?

When communicating with others, we must be conscious of both their personal space and our personal space. If we enjoy being close to the person we are talking with, we might unconsciously invade their personal space. They might not be as communicative as they would be if their space had not been invaded. As well, if our space is more distant, we might find the person we are talking with become aloof, seeming to think we don't care about them, etc.

Some studies suggest these measurements for our comfort zone for different people in situations.

- intimate space is about 0-1 ½ feet,
- personal space from 1 ½ – 4 feet,
- social space from 4 – 12 feet,
- public space 12 feet and beyond.

Posture

Posture is the way you position your body.

When you want to express interest in someone's conversation, your posture should say so. To do this, you should sit or stand in front of the person you are speaking to, without appearing to be confronting them. Your body should be slightly leaned forward and your arms should be in an open posture. When you are seated, it is appropriate to place your arms in your lap or on a table. Your hands should be open and your legs should be uncrossed.

Think about the opposite position (leaned back, with your arms and legs crossed). What message would that communicate?

When Joining In with another person who is seated or in some way at a different level than you, consider placing yourself at the same eye-level as the other person. Examples of this are talking with small children, people sitting on the ground or a person sitting in a wheelchair.

Gestures

Gesturing is an important part of body language. Gesturing is when we move part of our body as a form of communication. Gesturing with your hands and arms are appropriate as long as they are not exaggerated or artificial. Gestures can communicate interest, understanding, and concern. The good communicator moves his body in response to the conversation and is natural with his gestures.

Sample Questions: Are there times when gesturing is inappropriate? Are certain gestures inappropriate? Can you think of gestures that are distracting?

You should avoid distracting motions and gestures such as crossing and uncrossing

ones legs, flipping hair back from the face, drumming fingers, cracking knuckles, etc.

Eye Contact

In our previous lesson, we learned that eye contact is an important part of listening. Now let's explore why.

Sample Questions: Possible questions to engage the students include: How do you feel when you are speaking to someone and they do not look at you? What are you thinking about when you do not look at a person that is speaking to you?

Eye contact is subtle power. Researchers have identified four functions of eye contact in communication.

1. First, it **gives you information** about each other's thought processes. When a person breaks eye contact, they are often thinking of what they want to say.
2. Second, eye contact serves to **monitor the behavior** of others. When you look into the eyes of another person you begin to determine if they are receiving your message, understanding, etc.
3. Third, eye contact is a **cue** of when others want to speak to us and when they do not want to speak to us.
4. Finally, the area around our eyes serves as **an expressive function**. Eyes reveal our emotions as they wrinkle, cry, gaze, widen, narrow, etc.

As you can see, the eyes are a potent means of communication and it is important that our gaze be available for the other person. We establish eye contact by focusing our eyes "gently" on the speaker and occasionally shifting our gaze away. This intermittent focusing prevents us from staring. Staring directly at a person is often considered confrontational.

Again, cultural differences in eye contact abound. The best way to resolve this concern is to take your cue from the other person.

Facial Expressions

Recall from our earlier lessons in Identity some of the things we learned about facial expressions. We learned that facial expressions can offer insight into what a person is thinking. For example, a smile indicates pleasure or agreement; a frown might indicate sadness, or disappointment. A solemn face indicates concern or seriousness.

It is not unusual for people to attempt to hide their feelings by masking their facial expressions. Oftentimes, this results in confusion because the partner in a conversation is receiving two different messages. In order to listen *effectively*, your facial expressions should match your understanding of the conversation.

Sample Question: How would you feel if you were telling someone about a time in your life when you were very sad and it was smiling broadly while you are speaking?

Minimal Encouragers

What are some small words or very short phrases that you utter to convey interest in a conversation?" Answers you might get are; "uh huh", "yes", "tell me more", "um-m", "I see", etc.

Accept the students' answers and explain that this is exactly what Minimal Encouragers are. They are simply a way to let others know we are interested in what they have to say and invite them to continue the conversation.

Although some words may be expressed, we still include these as "non-verbal" because the utterances are small, subtle and not intrusive.

D. Practice Activity: Attending Skills

Time: 25 minutes

Refer to the handout: *Building Listening Skills: Attending Skills Feedback*. Students will use this handout to make note of behavior demonstrated during this activity.

Set up

Divide the class into groups of three. If possible, students should not be in a group with the person they were paired with in the earlier exercise.

Instructions

- One person will speak for approximately two minutes; telling the same or different story.
- One person will listen and practice their Attending Skills.
- One person will monitor the listener's Attending Skills using the handout provided.
- After approximately two minutes, the trainer will stop the conversations. The monitor will share his/her observations with the speaker. Allow 2-3 minutes for this.
- Switch roles and repeat the activity.
- When this is done, switch one more time so that everyone gets to practice.

Process the Activity

Process this activity by asking the following are similar questions:

- How did everyone do?
- What did you find difficult?
- What did you find easy?
- Did the speakers feel encouraged to continue? If so, why? If not, why not?

E. Action Plan and Closing

Time: 10 minutes

Action Plan Instructions

Pay close attention to your conversations this week. Each day, take time to reflect back over them. Use the Action Plan to make notes concerning the skills covered in this lesson. For each skill, give an example of when it was used effectively and an example of when it was used in effectively.

Closing

When you have completed this week's Action Plan, you will have completed all six lessons in the Social Skills Module. Thank you for your participation. We want to encourage you to use your new knowledge and skills. Remember, the more you practice them, the more they become a habit in your life.



ATTENDING SKILLS FEEDBACK

Instructions: Closely observe the listener. Place a check mark next to any of the behaviors that apply. When instructed, explain to the listener what you observed.

Note: means ineffective

PERSONAL SPACE

- is leaning in too close
- is sitting back too far
- is sitting at good distance to show interest

EYE CONTACT

- uses intermittent eye contact
- stares
- avoids eye contact

POSTURE

- is relaxed and leaning slightly forward
- is stiff and seems nervous
- crosses arms or legs and closes off person

GESTURES

- uses natural hand movement
- hands are kept stiff and rigid
- nods head occasionally
- bobs head too much

FACIAL EXPRESSIONS

- expressions show interest
- expressions don't match message

MINIMAL ENCOURAGERS

- uses one or two word to encourage talking
- uses encouraging sounds , "um-hum" etc
- too many encouragers
- same word/s used too often
- is completely silent

BUILDING LISTENING SKILLS

ACTION PLAN

Pay close attention to your conversations this week. Each day take time to reflect back over them. Use this Action Plan to make notes concerning the skills covered in this lesson. For each skill, give an example of when it was used effectively and an example of when it was used in effectively.

PERSONAL SPACE	
Effective	Ineffective
EYE CONTACT	
Effective	Ineffective
POSTURE	
Effective	Ineffective
GESTURES	
Effective	Ineffective
FACIAL EXPRESSIONS	
Effective	Ineffective
MINIMAL ENCOURAGERS	
Effective	Ineffective

