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TEACHER'S RESOURCE BOOK

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TABLE OF CONTENTS

Introduction	1
Learning Objectives	2
Program Summary	3

STUDENT ACTIVITIES

1. Research Project	5
2. Attitude Adjustment	7
3. Do Over	9
4. Are You Listening to Me?	11
5. Common Courtesy	13
6. Get to the Point	14
7. Vinegar and Honey	16
8. Confrontation	18
9. Not Cool	19
10. Everyone Wants to Be Heard	20

FACT SHEETS

1. Resources	22
Other Products from Human Relations Media	23

Day after day, we use dozens of social skills—usually without ever thinking about what we are doing. How do we communicate with others? What causes an interaction have a positive or negative outcome? How does our personal attitude impact upon the way we get along with others? Clearly, social skills are more complicated than just “being nice.” This video, the first in a series of four workshop videos, is aimed at high school students who may need guidance when it comes to tackling common social situations.

For most teens, high school is a time rife with questions, changes, boundaries, independence and responsibility. As teenagers move into young adulthood, the way in which they relate to others—their peers, their teachers, their parents—begins to change. Teens may not always realize it, but they are beginning to make choices that will determine what kind of person they may become. Although young people may not rank social skills very high on their list of priorities, the fact is that knowing how to get along with others is actually one of the most important skills that an adolescent can gain.

A study conducted in the June 2002 issue of The Journal of the American Academy notes that many teenagers show high levels of anxiety. This anxiety can easily overwhelm teens and result in experimentation with drugs or alcohol, as well as withdrawal from social situations with their peers. One of the most common sources of anxiety for young people is their social status—what their peers think of them. By gaining insight into basic social skills, teens may be able to reduce their anxiety about social interactions.

This video focuses on the basics on conversation and confrontation. The situations explored will be familiar to viewers. The video emphasizes how important it is to be respectful and listen to the other person. Through a series of lively role-play encounters, viewers will come to recognize that basic social skills are crucial tools to being an active member of any group.

LEARNING OBJECTIVES

After watching the video *Social Skills Workshop: Basic Social Skills* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- realize the importance of basic social skills
- understand that using social skills is necessary if you want to get along with others and participate effectively in society
- appreciate the difference between assertiveness and aggressive behavior
- recognize the importance of having a positive attitude
- realize that behaving respectfully towards others is always appropriate, even when you are angry
- learn that listening is not a passive activity, but a very important skill to master

Social Skills Workshop: Basic Social Skills is the first in a series of four workshop videos. It is aimed at high school students who may need help learning the basic social skills. Dr. Deborah Gatins introduces the premise: "Social skills are the tools that we use day-to-day to get along better with people or to handle whatever situations come our way." In the studio with her are six students who have volunteered to share their experiences, and to role-play various vignettes that may help viewers better understand the tools of good communication.

The first section is Handling Common Situations at School. Dr. Gatins asks Pamela and Dana to improvise a particular situation: They have been good friends for many years. Recently, at a gathering of people together, Pamela started making fun of Dana. Since other people laughed, Pamela went further, saying personal things that really upset Dana. This is the first time Dana has confronted her friend about it. She says, "I really didn't appreciate the way you were talking about me at the party the other night. I thought we were better friends than that. I'm kind of upset by it." Pamela retorts, "You know I didn't mean it, it was all in fun and games." Dana complains that some of the jokes were highly personal, while Pamela says she didn't know that those kinds of jokes embarrassed her. At this point, Dr. Gatins interrupts the role play. She asks the other students what they saw in Dana's approach to confronting Pamela. Two students mention that Dana was very straightforward and honest in how she felt. Pamela remarks that she felt like she wanted to apologize.

They are prompted to try the situation again, this time Dana is instructed to approach Pamela in an ineffective manner. "You're such a jerk," is one of the first things to fly out of Dana's mouth. Dana's anger gets the best of her and she does not let Pamela get a word in edgewise. After they are stopped by Dr. Gatins, it is clear to see that this friendship is not going to last. There wasn't much communication going on after the "You're such a jerk" remark. Dr. Gatins says that although Dana has a right to feel angry, her anger should not get in the way of the respect you must show to others.

Dr. Gatins tries another situation—this time the plot involves a teacher and a student. Kevin stands for the high school English teacher, and Daniel is a student who has put a lot of time and effort into a research paper that he just received back with a grade that does not match his expectation. During their first role play Daniel says, "I felt like I really worked on [the paper]. I just wanted some advice." Kevin responds, "I appreciate you coming to me, that shows a lot of guts." Kevin then offers a number of ways for Daniel to better his grade, including coming in to see him after school once a week, and joining a student-tutoring program. The scene ends well, with Daniel thanking Kevin for his advice. The fellow students approved of the way that Daniel asked for advice on how he could better his situation, since this approach "opened up a whole other set of options for him."

The role play is resumed. This time Dr. Gatins instructs Daniel to try an approach that is disrespectful. Daniel starts out with, "Hey, Jones, what's up with this D minus you threw at me on this English paper? Did you even read it? You didn't give that to Heather." Kevin replies, "Heather has also been coming in to see me after school and working on her English." Daniel shoots back, "Well, you didn't say that we should be coming in after school, kissing your butt to be getting a good grade on your paper. If you would have said that maybe I would fit that into my schedule."

This situation clearly did not have a desirable tone to it. Audience member Pam explains that "It wasn't in [Daniel's] agenda" to help his own cause. "He wasn't willing to listen to anything." Tara adds that Daniel was blatantly disrespectful, and didn't use any tact in speaking with his teacher.

As the video draws to a close, students are asked to summarize the basic things that young people need to keep in mind when handling this common situations. Be respectful is one important thing. Have a sense of humility about you, stay calm, approach the situation with a positive attitude, be specific with what you want, and simply use the manners your parents taught you while you were growing up. These thoughts conclude the video.

STUDENT ACTIVITIES

Name: _____

Research one of the topics from the following list, and write a brief paper on your findings. You can gather information at your school or local library, as well as on the Internet. Use a *Resource Tracker* (Activity 1b) to collect information.

RESPECT

The military is clear that lives will be saved based on the respect or obedience that an officer shows for his or her superiors. Research the history of any branch of the armed forces and discuss how respect plays a part in military action. Does this kind of respect mean not thinking for oneself?

GOOD MANNERS

Emily Post made a career out of helping people handle a variety of social situations. Research some of her work, or that of other experts on etiquette. What do you think about these “social rules?” Are they important in facilitating successful social interactions? Or are they outdated behaviors?

STAYING CALM: MEDITATION AS A LIFESTYLE

Many people believe that regular involvement in meditation leads to a calmer and healthier lifestyle. Some people report being less easily irritated and better able to handle the hassles of daily life. Review the research on meditation. Will it make you a more content person?

ANGER MANAGEMENT

Learning to keep your cool and stay calm in any interaction may be critical to a positive resolution. There are many popular books and articles on this topic. Research these findings and discuss how these techniques might be used to help you successfully resolve any conflict.

GENDER DIFFERENCES IN SOCIAL INTERACTIONS

Are males and females expected to act the same in handling common social situations? There is much research on how society may influence males and females from birth to cope differently. For example, investigate the concept of aggression but consider that males may manifest aggression physically while females may do so verbally. How will this influence the handling of common social situations?

Name: _____

ACTIVITY 1B
RESOURCE TRACKER

Title of book or article:	Title of book or article:
Author(s):	Author(s):
Published by:	Published by:
Copyright date:	Copyright date:
Subject covered:	Subject covered:
Quote(s):	Quote(s):
Notes:	Notes:

Name: _____

In the scenarios presented below, discuss how each person's attitude will make it more (or less) likely that he or she will arrive at a positive resolution. Then adopt the opposite attitude and give an example of how that might sound. You may write out a response or simply discuss it in class.

Example:

I don't know why I should even bother. She's going to say no. Actually, she'll probably look at me and laugh. There's no way she'd want to come to my party. I'll just be making a fool out of myself for asking.

Opposite:

I'd be really psyched if she comes to my party. I'm going to ask her today. Hey, what's the worst thing that could happen? If she says no, then I'll still have a great time with my friends.

1. You are such an idiot! You never listen! I swear there is nothing but air between your ears. I told you I couldn't go to the concert on Friday night. I'm working. Saturday is my only night off this week. Saturday, you moron! Now what am I going to do with this stupid Friday night ticket?

Opposite:

2. What do you mean, I have to clean my room before I can go? I know you told me to do it yesterday, but that was before I knew Alex was going to call. I really think you just want to ruin my social life. It's my room, anyway! What do you care what it looks like? You don't have to go near it. Sometimes I think you stay up at night just figuring out ways to drive me crazy.

Opposite:

This activity is continued on the next page.

Name: _____

3. What was I thinking? What made me think I should try out for the soccer team? Look at all of these kids. I can just tell that they are way better than I am. How am I going to get out of this now? It's obvious that I'm here to try out. Maybe I could fake an injury early on and just go home. Yeah, right, that will be convincing. I should just walk away. Who's going to notice? Everybody. Boy, I am a fool.

Opposite:

4. Don't you teachers ever talk to one another? Do you think the whole world revolves around your class? Most of us have Mr. Martin's class, too, and his final project is due on the same day as yours. There is no way we can get all that work done for the same day. No reasonable person would expect it of us. So, what are you going to do about this insane deadline?

Opposite:

Name: _____

PART TWO:

Now consider the questions below. They should help you figure out why things went wrong. Once you've figured out what went wrong, you should be able to avoid making the same mistakes in the future.

1. What was your attitude at the beginning of the interaction? Were you optimistic or pessimistic about the outcome?
2. What was your mood at the beginning of the interaction? Could this mood have effected your behavior?
3. Is there a point in the interaction where you remember having a shift in how you were feeling; suddenly angry, disappointed, fearful, embarrassed, etc.? If so, how did this mood shift effect your conversation and behavior?
4. Was there mutual respect displayed by all parties? If not, can you describe how that influenced the interaction?
5. Did all parties involved manage to stay calm? Was there threatening body posture or raised voices?
6. Were you able to complete your statements? In other words, did the other person (or people) stop talking while you were speaking?
7. Did you feel that you were actually being heard? Sometimes when things go wrong each person begins to just express his or her opinion and does not listen to what the other person is saying. Did you hear what the other person (or people) was saying to you?
8. Did you use good manners? Did you avoid using foul language? If language became inappropriate, or abusive, can you see how that impacted the process of the interaction?
9. Did your mistake come from saying too little as opposed to saying too much?
10. Was there a general feeling that all parties were genuinely trying to cooperate?

Name: _____

ARE YOU LISTENING TO ME?

Review the interactions below and determine where the listening errors occur. In each case, there is some pre-existing issue or problem which influences how the characters interpret what they are hearing. Pick up where each dialogue ends and try to role play the scene to a conclusion that includes the characters actually hearing what is being said.

Pam: I was thinking we could just hang out alone tonight. I'm kind of tired of the whole crowd scene.

Victor: You're tired of my friends?

Pam: No, I just think it would be nice to be by ourselves for a change. We go out with your friends a lot.

Victor: How long have you been feeling this way about my friends? You know, I'm not so crazy about your friend Tara.

Pam: What are you talking about? I just wanted to have some alone time with you. This is not about your friends. Why are you bringing Tara into this? Since when is she a problem?

Victor: Well, I don't know. Maybe for as long as my friends have been a problem for you.

Pam: Aahh! Are you listening to me?

Dad: What did you think of the movie last night? I really enjoyed the scene at the pool. Didn't you think that was funny?

Son: Is this some kind of quiz? Are you checking up on me to see if I really went to the movie?

Dad: What are you talking about? Mom said you saw the new Young movie last night. I just wanted to know if you thought it was funny.

Son: Yeah, right. Do I need to describe the scene in detail, or will a general "yes" or "no" do?

Dad: What's your problem this morning? Didn't you get enough sleep last night?

Son: Oh, great. Is that your subtle way of finding out what time I got home last night? Why don't you just post a guard at my bedroom door?

Dad: Aahh! Are you listening to me?

This activity is continued on the next page.

Name: _____

ARE YOU LISTENING TO ME?

- Crystal: Why don't you let me drive? I know this area better.
- Hadia: No, you don't. I've been coming here for two years now. How long do you think it takes to figure out a few streets?
- Crystal: Okay. I just thought you might like a break from driving.
- Hadia: Is there a problem with my driving?
- Crystal: I didn't say that. I was just volunteering to take a turn.
- Hadia: Right, with some lame excuse about knowing the town better. Why don't you just come out and say what you're thinking? You still haven't let me forget that fender bender in your mother's car.
- Crystal: What are you talking about? I just made an offer to help out. I really just thought you might be tired of driving.
- Hadia: Admit it. You don't trust my driving.
- Crystal: Aahh! Are you listening to me?

Name: _____

Most of the time, people tend to follow "common courtesies." For example, we stand on line to get into the movie theater and we raise our hands in class when we want to make a comment. These courtesies make things easier for everyone. Consider how you feel when someone cuts ahead in line or blurts out answers in class. Some people say that the golden rule is to "Do unto others as you would have them do unto you." In other words, treat people the way that you would like them to treat you.

If you could make the rules that everyone should follow, what would they be? Below is a list of places that you probably encounter every day. In the spaces that follow, develop a brief list of good manners or general rules that you believe everyone should follow.

My Golden Rule(s) for
Classroom Etiquette:

My Golden Rule(s) for
Gym Class Etiquette:

My Golden Rule(s) for
Cafeteria Etiquette:

My Golden Rule(s) for
Sports Etiquette:

My Golden Rule(s) for
Hallway Etiquette:

My Golden Rule(s) for
Parking Lot Etiquette:

My Golden Rule(s) for
Bus Travel Etiquette:

My Golden Rule(s) for
Party Etiquette:

Name: _____

Good social skills include knowing how to communicate clearly and effectively. People will become frustrated or even disinterested if they can't understand what you are trying to say. Although how you say things is also important, in this exercise we will examine what you say. Get to the point. Be clear in offering an opinion or specific in making a request.

In the exercises below, see if you can determine what each person is trying to say. You may find there are several ways to interpret someone's words if they are expressing themselves vaguely. Once you've decided on the real intent of the message, see if you can state it in a clear way.

1. The beach sounds like a great idea as long as it's not too hot. I remember getting a really bad sunburn last year. But, I know how much you enjoy it and I'd like to spend the time with you. It can certainly be relaxing on the beach. Have you tried the lake that's nearby? It has a sandy shoreline. There are lots of trees there too that provide great shade for a picnic. Not the same as the beach though, right? I love the smell of the ocean air. When did you want to get going?

2. You know that I love you. No one means to me what you do. I think I will always love you. I'm just feeling I need some time to be by myself now. You know? I mean this has nothing to do with you. I don't plan on dating anyone else. I'm not looking for another romance. I'd understand if you started seeing someone else. I mean it's not fair for me to expect you to wait for me while I sort out what's going on in my head. Don't think of this as a break up. I think it might just be more of a time out. We can still be friends. Right? You know I love you.

This activity is continued on the next page.

Name: _____

3. Of course I want you to come to my performance, Mom. The band has been practicing for weeks. I think we're really good. But remember that this is going to be in the gym and it's a battle of the bands with four other high schools. I mean there's going to be a lot of kids doing their thing. It's going to get real loud. But there will probably be other mothers there. Right? At least, there might be some other mothers. I just wanted you to know what you're getting into. Afterwards, we'll probably go out. Hopefully we'll be celebrating. But I know you wouldn't want to be part of that. No way! You've seen Ronnie when he's pumped up. No fun to be around. I'm not sure when we're up. You know, I could call you from my cell phone when we're about to go on and you could spare yourself sitting through the other bands. But it's open to anybody. So come when you want.

4. A monster theme for the dance is a very interesting idea. I'm not sure anybody has ever done that for a senior prom. You know, proms tend to be a bit more sophisticated, even romantic. I certainly don't think any of the other schools will have the same idea. How would you decorate? Kind of like for Halloween? How do you think that would look with everyone dressed in gowns and tuxedos? I'm just trying to visualize how this would work.

Name: _____

There is an old expression, "You'll attract more flies with honey than with vinegar." This saying was meant to convey the idea that you will be more successful getting what you want when you use a sweet approach (honey) than if you use a sour approach (vinegar). How we say things certainly influences how people respond to us.

In the scenarios below, review each character's goal. Then come up with two different ways to go about reaching that goal: one "honey" approach and one "vinegar" approach. The first one has been done for you as an example.

Example:

Mike really wants to borrow the car tonight. He finally got Gina to agree to go to a movie with him. His parents just can't ruin this for him. This could be such an important night.

Vinegar:

Dad, I'm taking the car tonight. You don't need it. You just sit at home watching TV. Don't give me some stupid lecture. Don't be a jerk about this. Really. I'm not kidding. Don't plan on using the car tonight.

Honey:

Dad, I've asked someone special to go to the movies with me tonight. I know I should have checked with you first, but it came up spur of the moment. Can I please borrow your car? I promise to be really careful with it. I'll even wash it for you this weekend if you let me take it tonight.

1. There is an end of the school year party at Javier's house. Everyone is going. It's sure to go on until one a.m. Paul's curfew is midnight. He needs to find a way to stay out later.

Vinegar:

Honey:

This activity is continued on the next page.

Name: _____

2. Clara can't believe she got a 64 on the biology final. Mr. Plankton said he would pass her for the year if she got at least 65 on the final. How could she miss by just one point? There has to be some way to ask Mr. Plankton to consider passing her.

Vinegar: _____

Honey: _____

3. Dwayne's younger brother is driving him crazy. He comes into his room and goes through his things when Dwayne is not around. Dwayne has to talk to him about this.

Vinegar: _____

Honey: _____

4. Kimico is starting to wonder about Darla. She's always borrowing money and seems to take forever to pay it back. Come to think of it, she never gave her back the 20 dollars she borrowed last month. Darla is on her way over to take Kimico to the mall. Kimico wants her money back and she is determined not to lend her any more tonight.

Vinegar: _____

Honey: _____

Name: _____

The word “confrontation” suggests combativeness to some people. For people who like to fight, a confrontation might be an excuse to become aggressive. Other people hate the idea of conflict and thus shy away from any confrontation. However, confrontation does not have to be explosive or accusatory.

Confrontation in the most basic sense means meeting someone face to face. There are times that you must discuss a problem or concern. There are times that you will be dissatisfied or upset about the way somebody did something. In these cases, it is important that you confront that individual. This may be as simple as asking a person to explain why he or she did something. Other times you may have to express your feelings about being wronged in some way. The goal in confronting someone may be to express your feelings, gain information or come to a mutual agreement.

In the scenarios that follow, choose a role-play partner and work through the issues presented. Your classmates should observe you to see if each individual is successful in confronting his or her partner.

Role-Plays

- A friend repeatedly borrows your things and rarely returns them.
- Your mother told you she would pick you up right after practice ended yet she comes 45 minutes late.
- Your romantic partner seems to tell all of his/her friends every detail of every fight you ever have.
- Your teacher accuses you of being lazy in front of the class.
- A friend seems to call you to do something only when he/she needs a ride and you just happen to have a car.
- Your father has promised to help you learn to drive for months but claims to be too busy or too tired every weekend.
- Your boss makes belittling comments about you at work in front of the other workers.

Name: _____

Getting along with others includes knowing how to act. Have you ever been to a movie where there is a group of teens laughing too loud, talking too much, and ruining things for others? Do they really think they are being cool? If only they knew that most people, including their peers, thought they were rude and obnoxious.

Can you think of other behaviors you have observed in people, especially teens, that really turn you off? Discuss it as a class, or think about it individually, and see what kind of a list you can make. Perhaps you'll learn something about your own behavior!

LIST OF THINGS THAT ARE NOT COOL

1. *Talking too loud, making it difficult for others to watch a movie.*
2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

One of the best ways to get along in a variety of social situations is to show someone that you are really listening. Too often people cut one another off, present their own agenda, or fail to hear what is being said. Review the scenarios below. In each case, the dialogue will indicate one of four possibilities:

1. **Cut off:** there is some type of interruption, someone is not allowed to finish expressing his or her thoughts
2. **One agenda:** someone has only his or her agenda in mind, he or she does not really hear what is being said by the other person, only one person's interests are being promoted
3. **Not listening:** someone is simply not listening to what is being said
4. **Successful communication:** each person hears what the other is saying, agreement is not necessary, just a real understanding by each individual of what the other has said.

After reading each scenario, decide which of the four communication options is most appropriate and write it on the line that follows.

1. **Freda talks to dad at breakfast while they both eat and glance at the newspaper.**

Freda: Did you see the article in the paper about the new teen club?

Dad: Mmmm.

Freda: This could be great. We really need a place where we can just get out and dance. And, I think there's a bus route right by there.

Dad: Why do you need to take a bus?

Freda: I'm just saying that it would be really convenient to be able to get to the club without having to ask for a ride.

Dad: I'm busy today. You'll have to ask your mother if you need a ride.

Freda: It's nine a.m., Dad. Not exactly time to go dancing.

Dad: Who said anything about dancing?

Communication: _____

This activity is continued on the next page.

Name: _____

2. Jenny and Heather plan a weekend together.

Jenny: I am so psyched that you are spending the weekend. There are so many things that we can do in my town.

Heather: I know. I was thinking about spending some time at the beach. Remember last year when we-

Jenny: The beach is a definite yes but wait until you see the new mall. They have a great theater with stadium seating and a really cool food court. We could also get a free makeover. You can't believe the number of department stores there.

Heather: That sounds great too. But I was wondering about those guys we met at the beach last year. What I was saying was-

Jenny: That reminds me. Did I tell you about Danny? Wait until you meet him.

Communication: _____

3. Carlos and Fay discuss their relationship.

Carlos: I really love you. I think we're ready to take our relationship to a new place.

Fay: I love you too, Carlos. This is the best summer of my life. I can't remember what life was like without you.

Carlos: If you really love me, then you must be feeling like I do. I want to show you how much I love you. I really believe we should be together. You know what I mean.

Fay: Of course I do. I'm just not ready. You know I've had such horrible experiences with guys. That's one of the things I love so much about you. You've been so good to me.

Carlos: I'm a normal guy. You can't expect me to wait forever. That's not fair. What about my needs?

Fay: Carlos, we're not talking about which movie to go see. This is serious.

Carlos: You say that you love me, but how do I know that's true? Sometimes actions speak louder than words, Fay.

Fay: But how am I supposed to react to that? I can't make myself ready for something I'm not.

Carlos: You really don't love me. I'm just some guy who is supposed to help you get over the other idiots in your life. Either you love me or you don't!

Fay: Please. This is not about love. Come on, Carlos. You know I love you.

Carlos: Prove it.

Communication: _____

FACT SHEETS

Name: _____

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Thomas, Karen. "Kids' Consensus: Popularity Shapes Behavior." USA Today, July 2, 2002.

INTERNET RESOURCES

<http://www.kidshealth.org/parent/emotions/feelings/stress.html>

<http://www.ctclearinghouse.org/festeem.htm>

OTHER GUIDANCE PRODUCTS
FROM HUMAN RELATIONS MEDIA

<i>Social Skills Workshop: Developing Self-Confidence</i>	video/print
<i>Social Skills Workshop: Negotiation and Compromise</i>	video/print
<i>Social Skills Workshop: Shyness Busting Skills</i>	video/print
<i>Conflicts, Communication and Relationships</i>	video/print
<i>Dealing with Difference: Opening Dialogue about Lesbian, Gay and Straight Issues</i>	video/print
<i>Emotional Self-Control: Do You Have It?</i>	video/print
<i>Hurting With Words: Understanding Emotional Violence and Abuse</i>	video/print
<i>When Relationships Break</i>	video/print
<i>What is Love? What is Sex?</i>	video/print
<i>Bullying: You Don't Have to Take It Anymore</i>	video/print

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