

Chapter 2

Section 4

4

Giving Feedback (An Optional Lesson)

SUMMARY AND RATIONALE:

This is the third of a series of three optional social skills which provide a foundation for group interactions and group norms. Learning to *Give Feedback* objectively to others to inform them of their behavior and performance is an important skill for participants to master in all cognitive behavioral programs. Building upon the previous two social skills, *Active Listening* and *Asking Questions*, this skill teaches participants to provide objective information to others about their thoughts, attitudes, and feelings.

CONCEPTS AND DEFINITIONS:

Giving Feedback is a basic social skill required to interact with other individuals or in groups.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill, *Giving Feedback*.
2. learn and be able to perform the five steps of *Giving Feedback*.
3. perform the steps of *Giving Feedback* in real life situations.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally);
b) the importance of *Giving Feedback*
3. Model the social skill, *Giving Feedback*
4. Discuss the Modeling Display
5. Participants role play the skill, *Giving Feedback*
6. Feedback (discussion) of the Role Play.
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Giving Feedback skill duplicated on pocket cards for group members.
- Overhead Transparencies:
Giving Feedback
- Handouts:
Homework Report (see Lesson 2)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

- Aggression Replacement Training*. Goldstein, AP and Glick, B. 1987. Champaign, IL: Research Press.
- The Prepare Curriculum*. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Homework Review



Hello! Good to see you all again. Last session, we introduced the second, of three skills you will need to have in order to successfully get along with others, either individually, or in groups. That first two skills were *Listening* and *Asking Questions*.

Who remembers the five steps of the skill we learned last week?

You also had some out of class practice to do using the *Asking Questions* skill. Would you take out your homework reports and let us quickly review them.

Activity 2: Overview of Giving Feedback

Today, we will learn the third of three important basic skills you will use when getting along with others, either individually, or in a group. This week's skill is: *Giving Feedback*.

What does *Giving Feedback* mean to you?

Solicit responses and show the overhead with the *Asking Questions* skill on it.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Solicit some responses from the group that reflect giving feedback

What does *Giving Feedback* mean to you?

Solicit some responses to the group that reflect giving feedback is a way for individuals to provide objective information to others about their behavior, thoughts, or feelings.

We will have an opportunity to talk about what *Giving Feedback* means to you in a little bit, but right now Mr/Ms _____ and I would like to show you some examples of the skill and the specific steps of the skill, *Giving Feedback*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Model the Skill *Giving Feedback*

Would _____ (choose a participant) read the first step of the skill? Would _____ read the second step? Would _____ read the third step? Would _____ read the fourth step? Would _____ read the fifth step?

Hand out the skill cards with the skill, *Giving Feedback*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, *Giving Feedback*? Are there any questions you have? Good! Now Mr./Ms. _____ and I will model the skill for you.

Here is the situation. One of the group members keeps on interrupting when others are talking and he doesn't realize that he is doing it. I need to provide him feedback about his behavior, and how inconsiderate it is to others.



Giving Feedback

1. Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.
2. Decide what kind of information you wish to provide.
3. Think about different ways to give the information and pick one way.
4. Pick the right time and place to give feedback.
5. Give the other person the information in an objective manner.

Lesson 4

OH #1
Giving Feedback

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a "thinking" step (e.g. steps #'s 1,2,3,& 4).

As you enact this vignette, be sure to also be clear about the kind of information you wish to provide, the different ways to give it, and clearly pick the best alternative. Identify 2 or three choices such as: *I need to tell John he annoys people when he interrupts them. I can interrupt him whenever he speaks and then tell him why I did that; I can just tell him what I observe and tell him how many times he has interrupted others; I can ask him to stop interrupting whenever he does that behavior.*

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to give feedback to some one else?

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participant Role Play of the Skill

Where would you be giving feedback? OK, how is the room furnished, where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation".

To the main actor: Try to follow the steps of the skill as best you can.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____ performs the skill, because

Assign each of five group participants a step in the skill to observe.

afterwards, we will discuss it. In fact, _____, you watch step #1 and see if _____ decides if he/she wants to provide objective information. _____, you watch for step 2 and see if _____ decides what kind of information to give. Be sure to note if he points to his head since this is a "thinking" step. _____ you look for step 3, and _____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

Activity 6: Feedback (discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to give feedback?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding what kind of information to provide?

Who had step 3? Did _____ think about different ways to give the information and pick one way to do it?

Begin the role play, insuring that the main actor follows the steps of the skill exactly. If he/she doesn't, stop the role play, re-instruct, and begin again.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

And step 4, did _____ pick the right time and place to give the information?

And step 5?

Activity 7: Plan and assign Homework (practice) of the skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Trainer helps role player plan homework.

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Activity 8: Repeat Activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Giving Feedback*. Next time we will begin our work with Cognitive Self Change. This is a part of the program that helps us examine our thoughts and feelings.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.

10

Knowing Your Feelings

SUMMARY AND RATIONALE:

This lesson expands and reinforces the self observation skills learned in the past five lessons on *Cognitive Self Change*. Many offenders need extra practice focusing on and identifying their feelings. This session also sets the stage for the next two social skill lessons: *Understanding the Feelings Others* and *Responding to the Feelings of Others*. These three lessons as a whole constitute a brief exploration in empathy training.

CONCEPTS AND DEFINITIONS:

Feelings are emotions and physical sensations. We have feelings almost all of the time but often don't pay attention to them.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill of *Knowing Your Feelings*.
2. learn and be able to perform the three steps of *Knowing Your Feelings*.
3. perform the three steps of *Knowing Your Feelings* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Knowing Your Feelings*
4. Discuss the Modeling Display
5. Participants role play the skill, *Knowing Your Feelings*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Knowing Your Feelings skill duplicated on pocket cards for group members
- Overhead Transparencies:
Knowing Your Feelings
- Handout:
Social Skills Homework Assignment Worksheet

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

 Hello again! Since the last time we met to learn a social skill, you have had an opportunity to explore some ideas about how our thinking controls how we act and how to pay attention to our thinking by objectively writing reports about our thinking. In those reports, we also paid some attention to our beliefs and feelings.

Well today, we will specifically learn a specific social skill:
Knowing Your Feelings.

Let us briefly review the last social skill we learned which was Lesson 4, *Giving Feedback.*

Take out your homework for that skill and let's review how you did practicing this skill outside of the group.

Briefly review a thinking report using the check in process described in Lesson 9, emphasizing participants' thoughts and feelings and the risk in them.

Note: Only if skill lesson was taught.

Choose a volunteer participant and take but 1-2 minutes to review the homework: Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Activity 2: Overview of Social Skill: Knowing Your Feelings

Today, we will learn one of two important skills you will use which should help you better explore your thinking and that of others. This week's skill is: *Knowing Your Feelings*.

What does *Knowing Your Feelings* mean to you?

Solicit some responses to the group that reflect knowing your feelings is an important skill to know because it requires individuals to identify emotions, which are vague, as specific feelings. Once this is accomplished, they can then be empowered to understand others (feelings) better.

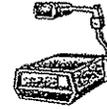
Activity 3: Modeling the Skill: Knowing Your Feelings

We will have an opportunity to talk about what *Knowing Your Feelings* means to you in a little bit, but right now Mr/Ms_____ and I would like to show you some examples of the skill and the specific steps of the skill, *Knowing Your Feelings*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Hand out the skill cards with the skill, *Knowing Your Feelings*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step. Would _____ read the third step.

Does everyone understand the steps of the skill, Knowing Your Feelings? Are there any questions you have. Good!



Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Lesson 10

OH #1
Knowing Your Feelings

Now Mr./Ms. _____ and I will model the skill for you. Here is the situation. My Celly just accused me of taking his stash of candy and I want to punch him in the mouth. I have a vague, intense emotion, which I need to identify. It is probably anger. My face is flushed, and fists clenched, my stomach is all jittery.

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing "thinking" steps. (Nb: All the steps of this skill are thinking steps).

As you enact this vignette, be sure to identify the physical reactions you have such as flushed face, clenched fists, gritting teeth (any physical reaction that supports anger). Also be certain to repeat the reason for the emotion when doing step # 2 (i.e. being accused falsely).

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to know your feelings in order to successfully deal with the situation?

Solicit responses and have each participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participant Role Play of the Skill

Where would you be when trying to know how you were feeling about this situation? OK, how is the room furnished? Where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation".

To the main actor: Try to follow the steps of the skill as best you can.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

To the other group participants:
Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ tunes into what is going on in their body that helped them know their feelings. _____, you watch for step 2 and see if _____ decides what happened to make them feel a particular way. Be sure to note if he points to his head since this is a "thinking" step. _____ you look for step 3, to see if _____ identified the feeling.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to ask questions?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding what happened to make them feel that way?

Who had step 3? Did _____ decide what he/she could call their feeling?

Activity 7: Plan and Assign the Homework for the Skill



Well, now that you have had an opportunity to try the skill, when, during the

Assign each of three group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follow the steps of the skill exactly. If he/she doesn't, stop the role play, re-instruct, and begin again.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Trainer helps role player plan homework.

next week do you think you can practice it?

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Knowing Your Feelings*. Next time we will learn a new skill. See you then, and have a good week.

Distribute the Social Skill Homework Assignment Sheet. Have the person complete the top part (1 & 2) now. Remind them to complete the lower part (1-7) after they practice the skill.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum.

Only the content changes.

Understanding the Feelings of Others

SUMMARY AND RATIONALE:

This social skill lesson builds upon the previous lesson (*Knowing Your Feelings*) and anticipates the next lesson (*Responding to the Feelings of Others*). All three of these lessons teach empathy or the ability to consider other people's points of view. This is a key skill in *Problem Solving* (Lessons 16-21) and a basic skill to counteract self-centered thinking that leads to criminality.

CONCEPTS AND DEFINITIONS:

Others Feelings are emotions and physical sensations felt by others. The ability to recognize the feelings of others is a basic requirement for effective communication in nearly every situation.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Understanding the Feelings of Others*.
2. learn and be able to perform the five steps of *Understanding the Feelings of Others*.
3. perform the five steps of *Understanding the Feelings of Others* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Understanding the Feelings of Others*
4. Discuss the Modeling Display
5. Participants role play the skill, *Understanding the Feelings of Others*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Understanding the Feelings of Others Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Understanding the Feelings of Others
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

- Aggression Replacement Training*. Goldstein, AP and Glick, B.. 1987. Champaign, IL: Research Press.
- The Prepare Curriculum*. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Have each person report on their Social Skills homework including items 1-7.

SAY

Hi! It is good to see you here this week. Today we will continue our exploration of the topic of feelings so that we may better think about our own feelings, and others. Before we introduce a new skill, let us briefly review the last skill we learned which was *Knowing Your Feelings*. Take out your homework for that skill and let's review how you did practicing outside of the group.

Activity 2: Overview of Social Skill: Understanding the Feelings of Others

Today, we will learn a second important skill you will use which should help you better explore your thinking and that of others. This week's skill is: *Understanding the Feelings of Others*.

What does *Understanding the Feelings of Others* mean to you?

Solicit some responses to the group that reflect understanding others feelings is an important skill to know because it requires individuals to identify specific feelings of others, which is basic to getting them to empathize (that is put themselves in the other person's position) with others.

**Activity 3: Modeling the Skill:
Understanding the Feelings of
Others**

We will have an opportunity to talk about what *Understanding the Feelings of Others* means to you in a little bit, but right now Mr/Ms _____ and I would like to show you some examples of the skill and the specific steps of the skill, *Understanding the Feelings of Others*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step. Would _____ read the third step. Would _____ read the fourth step. Would _____ read the fifth step.

Does everyone understand the steps of the skill, *Understanding Others Feelings*? Are there any questions you have. Good!

Now Mr./Ms. _____ and I will model the skill for you.

Hand out the skill cards with the skill, *Understanding the Feelings of Others*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Here is the situation. A member of the group is agitated because they just got a phone call from their girlfriend who said she was no longer interested in seeing him.



Understanding the Feelings of Others

1. Watch the other person.
2. Listen to what the person is saying.
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way to do it.

Lesson 11

OH#1
Understanding the Feelings of Others

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing "thinking" steps. (Steps 3, 4, & 5)

As you enact this vignette, make sure to model for the participants each of the steps by exaggerating the qualities of each. That is, in step 1, note the tone of voice and facial expression; step 2, understand the content of the message; step 3, identify alternative feelings such as anger, sadness, anxiety; step 4, think about ways to show you understand what he/she is feeling; step 5, decide on the best way and do it.

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you

Solicit responses and have **each** participant describe a *real, current*

think of where you could use this skill?

Have you ever had difficulty in situations where you had to understand the feelings of others in order to successfully deal with the situation?

Activity 5: Participant Role Play of the Skill

Where would you be when trying to know how you were feeling about this situation? OK, how is the room furnished? Where are you, are you standing or sitting?

To the main actor: Try to follow the steps of the skill as best you can.

To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ watches the other person. _____, you look for step 2 and see if _____ listens to what the person is saying. _____, you look for step 3, and

situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation".

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

Assign each of the group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follow the steps of the skill exactly. If he/she doesn't,

_____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

stop the role play, re-instruct, and begin again.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to ask questions?

Who was looking for step 1? How well did _____ do that?

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Who had step 2? Can you tell us how well _____ did that? Did he/she listen to what the person was saying?

Who had step 3? Did _____ figure out what the person might be feeling?

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Who had step 4? Did _____ think about ways to show that he/she understood what he/she was feeling?

And step 5, did _____ decide on the best way and then do it?

Activity 7: Plan and Assign the Homework for the Skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Trainer helps role player plan homework.

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

The next time we meet to learn another social skill, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Understanding Others Feelings*. Have a good week.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum.

Only the content changes.

12

Responding to the Feelings of Others

SUMMARY AND RATIONALE:

This social skill lesson continues the empathy training begun with Lesson 10 (*Knowing Your Feelings*). It differs from the previous lesson in calling for more explicit skill performance toward the person whose feelings are being observed.

CONCEPTS AND DEFINITIONS:

Responding to the feelings of others is one of the most important skills to develop positive relationships with other people.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Responding to the Feelings of Others*.
2. learn and be able to perform the four steps of *Responding to the Feelings of Others*.
3. perform the four steps of *Responding to the Feelings of Others* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Responding to the Feelings of Others
4. Discuss the Modeling Display
5. Participants role play the skill, *Responding to the Feelings of Others*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Responding to the Feelings of Others Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Responding to the Feelings of Others
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

- Aggression Replacement Training*. Goldstein, AP and Glick, B.. 1987. Champaign, IL: Research Press.
- The Prepare Curriculum*. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined above.

In **Activity 3**, present the following steps for the Social Skill *Responding to the Feelings of Others*:



Responding to the Feelings of Others

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think he/she is feeling.

Lesson 12

OH#1
Responding to the Feelings of Others

Use examples that illustrate *Responding to the Feelings of Others*. In **Activity 3: Modeling the Skill**, use the following scenario:

My girlfriend (or boyfriend) is upset because s/he has been fired from his/her job for being late. S/he has been careless about getting to work on time and has been warned before about being late. S/he really needed the job in order to pay bills, a lot of which are past due. S/he came home very angry, but now s/he is just sitting at the T.V. S/he doesn't seem to be paying attention to the show.

His/Her fists are clenched and jaw is tight.

As you enact the vignette, be sure to model for the participants, each

of the steps by performing each step deliberately and exactly. This skill is similar to the last social skill, but requires more detail in its performance.

In Activity 7: Prepare and assign Homework, use the Homework sheet as used in previous social skill lessons.

Preparing for a Stressful Conversation

SUMMARY AND RATIONALE:

Stressful situations typically bring out automatic responses with, with criminal offenders, are likely to be irresponsible or hurtful if not blatantly criminal. This lesson develops the rational mind set toward problem situations begun in earlier lessons and developed extensively in the Problem Solving Lessons (16-21).

CONCEPTS AND DEFINITIONS:

Stressful conversations are verbal interactions with another person when we have strong feelings and are uncertain about the outcome.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Preparing for a Stressful Conversation*.
2. learn and be able to perform the seven steps of *Preparing for a Stressful Conversation*.
3. perform the seven steps of *Preparing for a Stressful Conversation* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Preparing for a Stressful Conversation.
4. Discuss the Modeling Display
5. Participants role play the skill, Preparing for a Stressful Conversation
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Preparing for a Stressful Conversation Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Preparing for a Stressful Conversation
- Handout:
Social Skills Homework Assignment Sheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987. Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Preparing for a Stressful Conversation*:



Preparing for a Stressful Conversation

1. Imagine yourself in the stressful situation.
2. Think about how you will feel and why you will feel that way.
3. Imagine the other person in the stressful situation. Think about how that person will feel and why.
4. Imagine yourself telling the other person what you want to say.
5. Imagine what s/he will say.
6. Repeat the above steps using as many approaches as you can think of.
7. Pick the best approach.

Lesson 13

OH#1
Preparing for a Stressful Conversation

Use examples that illustrate *Preparing for a Stressful Conversation*. In **Activity 3: Modeling the Skill**, use the following scenario:

You have had a minor accident with the delivery truck that belongs to the company you work for. The accident was due to sliding on some oil that had been spilled in the parking lot of one of your customers. You're sure it was not your fault, but you need to tell him about the truck.

As you enact the vignette, be sure to model for the participants, each of the steps by pointing to your head as you think through each step, indicating to the participants that you are thinking, even though

in reality they would not "see" you thinking "aloud". Take your time with this skill. It is quite an advanced social skill and involves many thinking steps.

In Activity 7: Prepare and assign Homework, use the Homework sheet as used in previous social skill lessons.

Responding to Anger

SUMMARY AND RATIONALE:

Anger is an element which is part of lots of criminal behavior. With many offenders, it is automatic to respond to anger in others with anger of their own. This leads to a cycle of escalating conflict that often results in violence or other destructive behaviors.

CONCEPTS AND DEFINITIONS:

Anger is one of the most common and most dangerous of our emotions. Dealing with anger, in others — especially when that anger is directed towards us — is an important skill to avoid violence and destructive conflict.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Responding to Anger*.
2. learn and be able to perform the five steps of *Responding to Anger*.
3. perform the five steps of *Responding to Anger* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Responding to Anger
4. Discuss the Modeling Display
5. Participants role play the skill, Responding to Anger
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Responding to Anger Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies
Responding to Anger
- Handouts:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL.: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL.:
Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Responding to Anger*.



Responding to Anger

1. Listen openly to what the other person has to say.
2. Show that you understand what the other person is feeling.
3. Ask the other person to explain anything you don't understand.
4. Show that you understand why the other person feels angry.
5. If it is appropriate, express your thoughts and feelings about the situation.

Lesson 14

OH #1
Responding to Anger

Use examples that illustrate *Responding to Anger*. In **Activity 3: Modeling the Skill**, use the following scenario:

The person who lives in the next apartment comes into your apartment and starts yelling about his wife. He is angry because she has taken the car, the kids and all his money. She left a note saying she has gone to visit her best friend in another state and won't be home for a week. You know this person only a little, but he has always been friendly to you. You are afraid that his yelling might bring the manager or might even escalate into violence.

As you enact the vignette, take extra care with steps 2 and 4. Make it obvious how you are showing you understand.

In Activity 7: Prepare and assign Homework, use the Homework sheet as used in previous social skill lessons.

Dealing with an Accusation

SUMMARY AND RATIONALE:

Most offenders are very thin skinned about being accused of anything. This is true whether or not they have done what they are accused of. If they are innocent, they are likely to react with extremely righteous anger, which is often used to justify actual irresponsible behavior in the future.

CONCEPTS AND DEFINITIONS:

An Accusation is a claim that you did something wrong. Accusations are true if you did what you are accused of; and false if you did not do what you are accused of.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Dealing with an Accusation*.
2. learn and be able to perform the four steps of *Dealing with an Accusation*.
3. perform the four steps of *Dealing with an Accusation* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Dealing with an Accusation*
4. Discuss the Modeling Display
5. Participants role play the skill, *Dealing with an Accusation*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up
10. Introduce 50 Skills and distribute lists

SUPPLEMENTS:

- Pocket Cards:
Dealing with an Accusation Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies
Dealing with an Accusation
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)
List of 50+ Social Skills List (Titles only)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987. Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Dealing with an Accusation*:



Dealing with an Accusation

1. Think about what the other person accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the person's accusations.
4. Choose the best way and do it.

Lesson 15

OH #1
Dealing with an Accusation

Use examples that illustrate *Dealing with an Accusation*. In **Activity 3: Modeling the Skill**, use the following scenario:

Your girlfriend (boyfriend) accuses you of going out with another boy (girl). The person s/he accuses you of dating is someone you know from work, and in fact, you like that person and have had coffee with him (her) twice after work. You haven't asked him (her) on a date, but you have been thinking about it.

As you enact the vignette, think the first three steps out loud, pointing to your head as you do.

In Activity 7: Prepare and assign Homework, use the Homework sheet as used in previous social skill lessons.

In Activity 10: Introduce 50 Skills and distribute list, inform the participants that this is a list of some of the skills that they can learn, if they think they have a need to. Review each of the group of skills and lead a discussion with the participants about each group, using specific skills from each group as an example. Be sure to have participants identify the importance of the skills as enhancing their choices and empowering them to do more than just react negatively or anti-socially in any given situation.