

M. Interpersonal Skills

Advanced

Knows how to identify personal strengths and needs (with assistance if necessary)	IS-41
Knows how to accept invitations from others to be involved in social activities	IS-5 IS-17
Knows how to make arrangements with peers for social activities	IS-9 IS-17
Knows where to get help if unable to resolve interpersonal conflicts alone	Observation of skill
Knows how to resolve conflict with other independently	IS-14, 15; IS-21; IS-28
Knows how to refrain from using physical violence as a means of solving interpersonal conflict	IS-29; IS-30; IS-31
Knows how to say “no” to a peer who is trying to pressure him/her	IS-11; IS-12; IS-13; IS-15; IS-18; IS-34
Knows how to develop a realistic plan to deal with peer pressure along with appropriate steps identified to carry out the plan	IS-10; IS-15; IS-16; IS-18
Knows how to describe the relationship between actions and consequences	IS-22
Knows how to demonstrate “good” table manners (can use a knife and fork, napkins appropriately, knows proper etiquette in restaurants, etc.)	IS-23; IS-35
Knows how to avoid hurtful or dangerous relationships	IS-43

Interpersonal Skills IS-41

What is the best compliment a friend could give you?

Rate yourself:
How considerate a friend are you?
(5-very considerate; 1-inconsiderate)

On a scale of 1-5, how open to feedback are you when your friends give it to you?
(5-really open; 1-closed down)

What is one quality you are working on to make you a better friend?

Explain.

What is the most generous thing you have done for a friend lately?

What is the nicest thing you could do today for a really good friend?

Interpersonal Skills IS-5

Name _____ Date _____

Worksheet #51

Finding a Common Point with Others

Draw or write a short story showing how two people could find a common point with each other using these examples. You may want to include the following bit of conversation in your cartoon or story.

1. "Didn't I see you at the sky-diving school last weekend?"
2. "I can't stand Roberto. He is so mean."
"Really? I can't stand him either!"
3. "These are beautiful pictures of your horse!"
4. "Did I hear someone say that you used to live in New York City?"
5. "Yes, I am related to Nick, the star of the basketball team. He's my older brother."
6. "You have great taste in jeans. Where did you get those?"
7. "Your name was on the list for making the bowling team. I'm the captain of the team."



IS-5

Name _____ Date _____

Worksheet #49

Taking Advantage of Social Opportunities

How are these individuals taking advantage of social opportunities that have come up?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

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Name _____ Date _____

Worksheet #94

When There's a Conflict

Sometimes you may not agree with or feel comfortable with the type of pressure that peers are putting on you. Think about:

- Does this involve a question of right vs. wrong?
- Could this be harmful to me?
- How will this affect my long-range goals for myself?

How might you resolve the following conflicts?

1.  Oh, take French for a foreign language. We're all taking French. Then we can talk to each other! But I wanted to take Japanese. I hope to go to Japan as an exchange student.

2.  Come on—let's go to the XXX movie! We can get fake IDs! I don't even want to go to that movie—but I don't want to be the only one who isn't going. . .

3.  Here—take a cigarette. You'll look funny if you aren't smoking. You want to be cool, don't you? Do I?

4.  Oh, come on—don't be so old-fashioned! All of the girls I go out with like to have sex. And if you get pregnant, don't worry. There are all kinds of things you can do now to take care of that! Why is he making all of these decisions for me? I'm planning on college, not motherhood!

5.  I'm so terrified I can't talk. I wonder how fast I can take this curve! Hang on! Wheeeeeeeell

6.  If you tell on us, we'll come after you! Think about it!! I don't want any part of this—but no one would believe me!

Name _____ Date _____

Worksheet #95

Resisting Negative Pressure

Here are some ways you can resist negative peer pressure. How could you use these in situations that have happened to you?

1. Find a source of strength (counselor, best friend, religion).
2. Find new friends who share your values.
3. Think of your long-range goals—don't lose sight of them.
4. Put the situation in perspective: Will this matter 10 years from now?
5. Get deeply involved in something positive (volunteer work, getting straight A's on your report card, sports, choir, etc.),
6. Decide to value yourself. Is it worth it to you and your reputation to give in to the pressure? Is it worth fighting?
7. Use humor to get out of the situation.
8. Don't waver in your stand: NO means NO. Practice saying it until it comes naturally!
9. Think about your reputation and what you want it to be.
10. Be a peer who puts positive pressure on others (encourage others to join you in your quests, include others in your activities, be a leader, etc.).

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- Always remember there will be at least two sides to every story. If you cannot accept that, you will never be effective at resolving conflicts.
- When a conflict is presented to you, stop what you are doing and listen. The first few sentences from the person presenting you with the conflict will usually be the most critical to grasp. You must take the time to listen.
- If you are the one bringing conflict to someone, make sure you can control your emotions. People have a tendency to talk back in the same manner in which they are talked to. So, if you're firm and controlled, they will most likely respond to you in the same manner. However, if you jump in with both feet and start yelling, expect the same response from them. Of course, there will always be those personality types who will yell back regardless of how you confront them. Still, the advantage will be yours if you can remain somewhat calm, because you will be able to think and react more rationally.
- Try to examine the conflict piece by piece and identify the root cause of the problem. The faster you can do this, the better off you'll be.
- When you initially get involved with someone to resolve a conflict, make sure you have the time to somewhat work through the issues. Do not just lay out your side of the story and walk away. Hear the other person out and start the resolution process as soon as possible.
- While keeping your emotions in check, discuss possible alternatives to resolve the situation. If either of you starts to get angry, stop. If you fail to stop, you will most likely make the situation worse. If it takes days to calmly resolve the conflict, so be it.

Learn from each conflict you're involved in and focus on what worked. You will surely need the skills next time around. Although each situation will be different, the basic analytical skills previously mentioned and maintaining self-control will serve you well.

IS-21

Conflict Resolution

Have you ever noticed the way some people deal with conflict? It's as if they have received special training on the subject. The way they seem to present themselves during the whole ordeal is as impressive as their ability to bring the situation to order and final resolution. If I'm talking about you, then stop reading and move on, because you have mastered a vital skill. If you don't think resolving conflict is a skill, then think again. Having the ability to resolve conflict successfully is a skill that requires the patience of a saint and the fortitude of an Army general. To help you hone your conflict resolution skills

CONFLICT MANAGEMENT SKILLS

SKILL: Compromise and Negotiation

RATIONALE: Often, people find that they disagree with each other, even when they want to do something together. At these times, it is helpful to work out a compromise. In a compromise, each person usually gets some of what he or she wants, but usually has to give up something. The goal is to reach a solution that is acceptable to all involved.

STEPS OF THE SKILL:

1. Explain your viewpoint briefly.
2. Listen to the other person's viewpoint.
3. Repeat the other person's viewpoint.
4. Suggest a compromise.

SCENES TO USE IN ROLE PLAYS:

1. You want to go to lunch with your friend at the pizza parlor. He or she does not want pizza that day.
2. Your case manager asks you to schedule an appointment for 2:00 P.M. on Wednesday. You have plans to go on a day program outing at that time.
3. You and your friend want to go see a movie. You want to see an action movie, and your friend wants to see a comedy.
4. In planning an outing for the Community Residence, the counselors suggest bowling. You would rather go out for ice cream.
5. You want to visit your family next weekend. They have other plans.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

Not all clients will understand what it means to negotiate and come to a compromise. Therefore, it is important that the group leaders spend time explaining these concepts before beginning a role play. For example, to negotiate something, both parties have to state what it is that they want to get out of the interaction. Once all the wishes have been listed, both parties must review the list and decide upon a compromise. A compromise usually occurs when both parties get some of what they wanted.

TS-28

CONFLICT MANAGEMENT SKILLS

SKILL: Disagreeing with Another's Opinion without Arguing

RATIONALE: Not everyone we come in contact with will agree with all of our ideas or opinions, just as we do not agree with all of theirs. Disagreeing with another person's opinion does not have to lead to bad feelings or an argument. In fact, life would be boring if everyone had the same ideas. When you disagree with another person's opinion, things often go more smoothly if you keep certain things in mind.

STEPS OF THE SKILL:

1. Briefly state your point of view.
2. Listen to the other person's opinion.
3. If you do not agree with the other person's opinion, simply state that it is okay to disagree.
4. End the conversation or move on to another topic.

SCENES TO USE IN ROLE PLAYS:

1. You and a friend have a different opinion about a movie you just saw.
2. You and your roommate have a different opinion about which musical group is better.
3. You and a staff member at the Community Residence have a different opinion about what type of clothing looks best on you.
4. You and a family member have a different opinion about a candidate in an upcoming election.
5. A counselor differs with you about what has been the most helpful thing in getting you a job.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important to emphasize that this skill is designed to be used in situations where there are no significant consequences for having a different opinion. In situations where there may be more serious consequences, such as disagreeing with a doctor's opinion about using medication, the skill *Compromise and Negotiation* should be employed. There may also be situations where any kind of disagreement may cause a strong or even violent reaction, such as encountering a political or religious extremist. In these situations, *Leaving Stressful Situations* may be a more appropriate skill to use.

IS-29

CONFLICT MANAGEMENT SKILLS

SKILL: Responding to Untrue Accusations

RATIONALE: Most of us have found ourselves in situations where we have been accused of doing something that we have not done. Usually when this happens, the person making the accusation truly believes that we have committed the act and is not able to listen to reason. It is therefore important to remain calm and not get into a fight or argument when this occurs. We have found that there are some specific things you can do to help stay calm when you are falsely accused of something.

STEPS OF THE SKILL:

1. Using a calm voice, simply deny the accusation.
2. If the other person continues to accuse you, ask the person to stop.
3. If the person does not stop accusing you, tell him or her that you are going to get a staff member to assist with the situation.
4. Walk away and get assistance.

SCENES TO USE IN ROLE PLAYS:

1. A housemate accuses you of stealing his or her clothes from the communal dryer.
2. A housemate accuses you of not doing your assigned chores.
3. A person at the day program accuses you of listening in on his or her conversations.
4. A staff member at the Community Residence accuses you of starting a fight with another resident.
5. A relative accuses you of stealing money during your last visit.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders can point out that some untrue accusations occur when someone simply has made an error, while other accusations are the results of symptoms of an illness. In both instances, it is important to stay calm and not get into an argument.
2. It is important to note that clients may not have access to a staff member, as referred to in Step 3. Group leaders can work with clients to generate a list of other helpful people to turn to if no staff are available. The skill Leaving Stressful Situations may also be useful when staff are not around.

IS-30

ASSERTIVENESS SKILLS

SKILL: Expressing Unpleasant Feelings

RATIONALE: Even when people do their best to please each other, there will be times when things are displeasing or unpleasant. It is only natural in the course of living with other people and going to programs with other people that unpleasant feelings arise. Examples of unpleasant feelings are anger, sadness, anxiety, concern, or worry. How people express their feelings can help to prevent arguments and more bad feelings. It is helpful to keep certain things in mind when expressing an unpleasant feeling.

STEPS OF THE SKILL:

1. Look at the person. Speak calmly and firmly.
2. Say exactly what the other person did that upset you.
3. Tell the person how it made you feel.
4. Suggest how the person might prevent this from happening in the future.

SCENES TO USE IN ROLE PLAYS:

1. Your roommate left dirty clothes in the living room.
2. Your case manager missed an appointment with you.
3. You are worried when your roommate is out later than expected.
4. Your family canceled a weekend visit.
5. Your friend was late meeting you for lunch.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

This skill requires that group members identify an unpleasant feeling (Step 3). However, not all members will be able to do this. It is helpful in the first session of teaching this skill to generate a list of unpleasant feelings. The list can be written on a flip chart and placed where it can be seen when group members are role playing.

IS-31

Skill 17—Reacting Appropriately to Peer Pressure

INSTRUCTOR PAGE

Rationale: Pressure from peers is very strong and can be positive or negative, depending on how it affects one's personal stance and goals. Students need to realize how powerful this pressure can be and be equally strong in their decisions as to how to respond to it.

WORKSHEETS

Worksheet #90: Feeling the Pressure

Students are given a short story about two characters who experience pressure—one positive (to join in a sport) and the other negative (to be cruel to someone).

Answer Key:

1. positive pressure
2. negative pressure
3. Nancy may have learned that joining in can be fun; Robbie may have learned that it isn't worth hurting others to be accepted by another group.

Worksheet #91: Positive and Negative Peer Pressure

Students are to read a list of comments that reflect either a positive or negative perspective.

Answer Key:

1. positive; 2. positive; 3. negative; 4. positive; 5. negative; 6. positive; 7. negative; 8. positive; 9. negative; 10. positive; 11. negative; 12. negative; 13. positive; 14. negative; 15. positive; 16. negative

Worksheet #92: Everybody's Doing It

Even if a peer group gives approval to an activity, it does not necessarily mean that it is okay for an individual in a different situation.

Answer Key:

1. *positive*—time spent with a friend; *negative*—maybe time should be spent studying or getting ready for the day
2. *positive*—the “right” running shoes are important for a serious athlete; *negative*—the person may not be able to afford or even need expensive shoes
3. *negative*—could be harmful; *neutral*—may not matter
4. *negative*—could be harmful
5. *positive*—could be exciting and fun; *negative*—may try to get someone to do something he or she does not really want to do
6. *negative*—could get caught and get in trouble
7. *positive*—may have a humorous idea for your license plate; *negative*—may not want to spend the extra money
8. *negative*—sounds like this person has tried to lose weight before; this person may really be criticizing the other
9. *negative*—that's a lot of money to spend for a dress
10. *negative*—now the pressure is on to spend a lot of money on a limo and the prom
11. *positive*—perhaps Mr. Jones will think it's funny; *negative*—perhaps Mr. Jones will be upset
12. *negative*—this is vandalism

Worksheet #93: Why We Respond to Peers

This worksheet gives examples of why peer pressure is so powerful. Students are to match the reasons with the examples.

Answer Key:

1. b (member of the track team)
2. e (the weird hairstyle is accepted by the others)
3. d (they all feel the same way about study time)
4. c (peers can fulfill a friendship role)
5. a (you might try things you wouldn't think of trying on your own)
6. f (being smart is accepted by this group)

Worksheet #94: When There's a Conflict

Students are to think about their position in a conflict situation by considering the following questions: Is it a question of right and wrong? Could this be harmful? How will it affect my long-range goals?

Answer Key: (answers may vary)

1. take Japanese—it's part of her long-range goals
2. this person may feel that it's wrong for him to use a fake ID to go to a movie that is not appropriate for him
3. could be harmful
4. may affect long-range goals
5. could be harmful
6. question of right/wrong

Worksheet #95: Resisting Negative Pressure

This worksheet contains a list of ways to help deal with negative peer pressure. Students are to think of ways they could apply them to their own situations.

Answers will vary.

TEACHER TIPS

- You are in a position to observe peer pressure and its effects first-hand. Talk about how individuals who stand up for themselves, their values, their reputations, and their beliefs have a perfect right to stand up to pressure that negatively affects them.
- Identify the social outcasts in your class. Do what you can to enhance their skills and talents among peers. Try to find the uniquenesses of each student and highlight them whenever possible.
- Make your rules clear when you use cooperative groups. Everyone must participate, courtesy among members is expected, the team must produce a product, etc.
- Many students of this age have poor self concepts. Use every opportunity to preach the message of valuing yourself over and over and over.

PARENT POINTERS

- Realize that peers have a powerful influence on your child—and it's not necessarily all negative. Seek out the positive effects and encourage them (joining groups, taking risks, becoming more vocal in their beliefs and discoveries, etc.).

Interpersonal Skills IS-11 through 15

Skill 17—Reacting Appropriately to Peer Pressure

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- Reaffirm your family's values and expectations. Be clear with your child about what you expect of him or her in terms of school, leisure time, home responsibilities, etc. Remember that your family is Your Family and follow its rules which may not be the same as others (e.g., "We do homework after school every school night before we go out with friends," etc.).
- Discuss consequences of breaking rules with your child. Have a family meeting regularly to keep lines of communication open and to talk specifically about rules and limits, and when it is appropriate to make changes in them, depending on your trust in your child and his or her ability to adhere to the existing rules.
- Find out who your child's peers are and what the pressures are in your child's life. Are drugs a problem? Does your child feel inferior? Check in occasionally with the teacher, school counselor, and other parents.

PRACTICE ACTIVITIES

... Dig out old fashion magazines from 20 to 30 years ago and have a good laugh. Then talk about how things that were popular back then have changed (and come back in a different form). Specifically, look at hairstyles, clothing, fads, language, music, dances, and social concerns. What's the same today? What's different? Was there more pressure back then? Or just different pressure?

... Get pen-pals from another section of the country and exchange information on what's popular or trendy there. Is peer pressure the same across different parts of the country?

... Conduct a survey. What are the Top Ten pressures felt by students at the school? This could lead to a good discussion on ways to handle the pressure, individually or as a school.

Name _____

Date _____

Worksheet #90

Feeling the Pressure

Nancy sat nervously on the edge of the bench as she waited for the softball game to begin. She always enjoyed watching her friends play, especially because they usually won.

"Hey, Nancy," called Angela as she jogged past her. "Why don't you join us? Caroline got sick and we could use another player to take her place."

"Oh, no," Nancy cried, shaking her head. "I'm no good. You'd be better off playing with fewer players."

"No, join us!" insisted Janine. "It's all just for fun. We don't care if we win or lose. Oops, there's the coach. Pretend you didn't hear me say that!" They all laughed.

"Well . . . I'm not sure," Nancy moaned, protesting as the girls grabbed each of her arms and tried dragging her over to where the teams were gathering. "I guess I could . . . just this once."

Meanwhile, Robbie was behind the bleachers with several of his friends, waiting for the game to begin. "We'll give you five dollars to trip Nancy as she walks by," Travis offered to Robbie. "It'll be really funny."

"I don't really want to," Robbie said. He knew what it was like to be the object of a joke and to be laughed at.

"Oh, come on," Arnie said, slapping Robbie on the back. "We'll stand on each side of you. Then when she walks by, just stick your leg out. Make it look like an accident."

"I don't know," Robbie said. "I don't think it's very nice . . ."

"Here she comes," Arnie whispered, shoving Robbie in front of him. "Do it."

"Well, OK," Robbie said. He knocked into Nancy and watched sadly as she tripped and fell face first to the ground. Nancy picked herself up and stared at Robbie. Robbie couldn't look at her. Instead, he looked around for his friends. Where did they go? Suddenly he was the center of attention—and felt very stupid.



1. What kind of peer pressure did Nancy experience?
2. What kind of peer pressure did Robbie experience?
3. What do you think Nancy and Robbie learned from their experiences with doing what their peers wanted them to do?

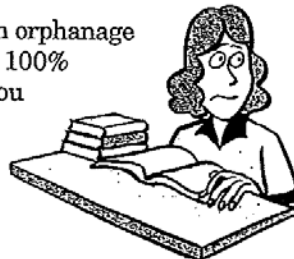
Interpersonal Skills IS-12

Name _____ Date _____

Worksheet #91 Positive and Negative Peer Pressure

Read each of the comments below. Decide which show pressure from peers to do something positive and place a *P* on the appropriate lines. Place an *N* next to the comments that show pressure from peers to do something negative.

- _____ 1. "Let's join 4-H. It'll be really fun."
- _____ 2. "We're all going to go to the spring dance. I know we have to invite girls, but if we all do it, it'll be ok."
- _____ 3. "Everyone smokes. Here—I've got a whole pack for you."
- _____ 4. "If you got your hair cut like Hannah's, your face would really show. I know where you can get it cut."
- _____ 5. "If you want to be accepted, you'd better swear once in awhile or people will think you're goody-goody."
- _____ 6. "Volunteering at the hospital is a really neat experience. We can sign up after school to work there all summer."
- _____ 7. "Don't talk to Debbie. We're all mad at her because she acts like she's better than we are."
- _____ 8. "They're having a sale on sweatpants at the sporting goods store. We're going to wear them with our favorite baseball team shirts on Friday."
- _____ 9. "If a cop tries to pull me over and give me a ticket, I'll tell him a thing or two. Don't let them boss you around."
- _____ 10. "Our group is meeting tonight to cook a Russian meal for an extra-credit project for Social Studies. Join us."
- _____ 11. "If anyone thinks they can beat me up, you're welcome to try it right now."
- _____ 12. "Don't buy those cheap jeans—they look awful. If you don't have expensive jeans, you'll get talked about."
- _____ 13. "I don't think you should go out with Brent. He's got a really bad reputation and I know he's been in trouble with the police. I would worry about you."
- _____ 14. "I know your parents don't want you to get a tattoo, but I know where you can get one really cheap. They'll never find out."
- _____ 15. "We're collecting money to send to an orphanage in Haiti. We're trying to get 100% participation for our class. Can you donate?"
- _____ 16. "You can finish your homework later—we are all going to the movies tonight. Come on."















Name _____

Date _____

Worksheet #92

Everybody's Doing It

Even if "everyone is doing it," are the effects of joining in positive, negative, or just neutral (doesn't really matter)? How could the same example be positive for someone and negative for someone else?

<p>1.  Let's get to school early so we can walk around and talk.</p> <p>_____</p>	<p>2.  You better get expensive running shoes.</p> <p>_____</p>
<p>3.  Come on—let's get our noses pierced!</p> <p>_____</p>	<p>4.  Smoking is okay as long as you don't inhale.</p> <p>_____</p>
<p>5.  We're all going skydiving next weekend!</p> <p>_____</p>	<p>6.  We can stay out past the curfew if we don't get caught.</p> <p>_____</p>
<p>7.  For an extra \$10, you can get a personalized license plate for your car.</p> <p>_____</p>	<p>8.  You would look really great if you lost another ten pounds. Are you going to try to get really skinny again?</p> <p>_____</p>
<p>9.  That dress you really liked is on sale for only \$500!!! Please get it!</p> <p>_____</p>	<p>10.  Well, you and Tony are going to the prom in a stretch limo, aren't you?</p> <p>_____</p>
<p>11.  Let's toilet paper Mr. Jones's house! He'll think it's really funny!</p> <p>_____</p>	<p>12.  Get your baseball bat—we can knock down some mailboxes while we're driving!</p> <p>_____</p>

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Name _____ Date _____

Worksheet #95

Resisting Negative Pressure

Here are some ways you can resist negative peer pressure. How could you use these in situations that have happened to you?

1. Find a source of strength (counselor, best friend, religion).
2. Find new friends who share your values.
3. Think of your long-range goals—don't lose sight of them.
4. Put the situation in perspective: Will this matter 10 years from now?
5. Get deeply involved in something positive (volunteer work, getting straight A's on your report card, sports, choir, etc.),
6. Decide to value yourself. Is it worth it to you and your reputation to give in to the pressure? Is it worth fighting?
7. Use humor to get out of the situation.
8. Don't waver in your stand: NO means NO. Practice saying it until it comes naturally!
9. Think about your reputation and what you want it to be.
10. Be a peer who puts positive pressure on others (encourage others to join you in your quests, include others in your activities, be a leader, etc.).

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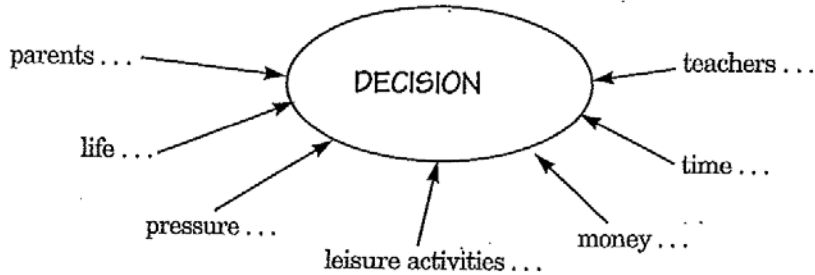


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Name _____ Date _____

Worksheet #97

A Decision-Making Chart



1. Does a decision need to be made?

Yes

No, not right now

2. Is it trivial or important?

trivial

important

Is it reversible? Is there little risk?

Are many people involved in this decision?

Do the consequences affect long-range plans?

Is this an urgent decision?

3. Do you need to get more information?

What will it cost in terms of:

- time
- money
- commitment
- relationships

Is it a real possibility for you? Are other people supportive?

4. How does this decision affect you and your goals?

Right on track!

Not sure—might need to rethink goals!

5. What is the basis for your decision?

- right in line with what you really want
- consistent with your values
- not at the expense of other people



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IS-16


Name _____ Date _____


Worksheet #50


Deciding How Much Influence Others Will Have Over You


How are the following characters demonstrating different reactions to the influence that a peer is trying to have over them?

1. 

2. 

3. 

4. 

5. 

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ASSERTIVENESS SKILLS

SKILL: Refusing Alcohol or Street Drugs

RATIONALE: Many people have difficulty refusing offers of street drugs and alcohol. Because these substances are available in a wide array of settings, being approached by someone who invites you to use is inevitable. Therefore, it is important to prepare oneself for the possibility of being asked to use. The following steps have been found to be helpful when refusing someone's request.

STEPS OF THE SKILL:

1. Using a clear and firm voice, say "No" to the person.
2. If appropriate, suggest some alternative activity.
3. If the person persists, ask him or her to stop.
4. Walk away if necessary.

SCENES TO USE IN ROLE PLAYS:

1. A friend approaches you and pressures you to use drugs.
2. You agree to join some co-workers at a bar after work. You have had some trouble with alcohol in the past and are resolved to drink club soda. Once you arrive, one of your co-workers insists that you join him for a beer.
3. You are approached on the street by someone who wants to sell you some drugs.
4. You are attending a relative's birthday party, and the host wants you to join a toast and hands you a glass of wine.
5. You are at your day treatment program when a friend asks you if you want to get high out back.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

It is important for leaders to remind the group that there are different issues involved in refusing drugs and alcohol and that those issues depend on the person who is offering the substances. For instance, if you are approached on the street by someone who wants to sell you drugs, it would be inappropriate and possibly dangerous to offer an alternative suggestion (Step 2). On the other hand, if a family member or friend pressures you to have a drink, you might want to explain why you are refusing before offering an alternative activity.

IS-34

Name _____

Date _____

Worksheet #68

Are You a Good Friend?

What would you do in the following situations? What does your response indicate about how you feel about friendship?

1. CYNTHIA is very shy and doesn't like parties. You've been invited to a pool party at another friend's house and you'd really like to go. What can you do about Cynthia?

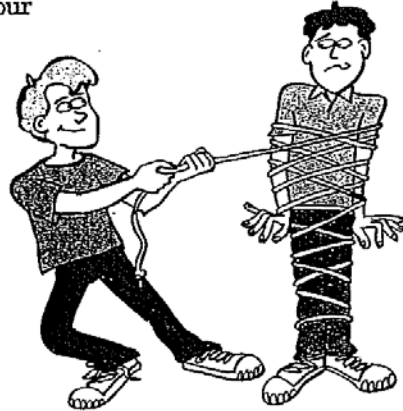
2. DENNIS is always borrowing your stuff—your CDs, your jean jacket, and even your car, but when you ask him about borrowing his tennis equipment or a video that he just got, he always seems to have an excuse. What can you do about this?

3. AMANDA has her share of problems—divorcing parents, an obnoxious brother, allergies, and constant run-ins with teachers at school. Whenever you call, she wants to go on and on about her problems. At first they seemed important and you didn't mind listening, but now it's like the same story over and over. What can you do?

4. You are really becoming close friends with MARK, a friendly, outgoing guy with a lot of interests—but you can't stand his parents. Whenever you go over to his house they want to know everything about you, your family, your plans—everything! You'd like to hang out with Mark, but that family is something else!!!

5. JANELLE is a terrific artist, and she's willing to give you some tips. It seems, though, that whenever you show up for a lesson, two or three other people are there too and you get ignored. You'd like to get to know Janelle (not to mention take advantage of the lessons), but her offer always seems to include a lot of other people. What might you do?

6. TONY was a fun friend at first, but now it seems that he doesn't want you to have any other friends. If you hang out with anybody else, he pouts and acts like you've deserted him. You like Tony, but you'd sure like to have a few other friends too. What'll you do?



feelings about something or someone, but it is unacceptable. You act out those feelings in a harmful manner. So, when you start to feel angry, stop, take a few long breaths, and think about somewhere that makes you happy or relaxed. This little exercise is sometimes referred to as going to one's "happy place."

I don't claim to have all the answers, but I do know that yelling is not going to solve anything except the debate over who can yell the loudest. When you feel anger coming on, notice how your body reacts and learn to recognize those feelings. Anger causes you to be disrespectful, spiteful, and insensitive to others. In addition, feelings that accompany anger can play a role in your desire to become violent towards other people as well as yourself. It can interfere with your ability to perform adequately at work and can put tremendous stress on personal relationships with friends and family. Ultimately, anger and the emotions that usually come with it can cause serious mental and physical problems. Understanding that you have a problem dealing with anger is a big step in doing something about it. If you need help, talk with your doctor and get their advice. To do nothing could prove to be detrimental to your health as well as your relationships.

Anger Management



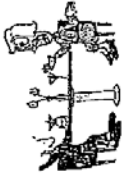
Experiencing anger is part of our day-to-day lives and should, therefore, be managed and understood when at all possible. As with any behavioral skill, anger is best controlled when you know how to deal with it. Anger can serve as a great motivator, inspiring all of us to deal with problems and develop innovative solutions. The best way to control anger is by learning to talk

out what is bothering you and to not keep your emotions bottled inside. Sometimes just talking and listening to others about a particular problem or feeling you're having will make things better. The best thing to remember about anger is that it's okay to have certain



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Manners and Etiquette



Having good manners and exercising proper etiquette are signs of refinement and class. Conversely, the lack of good manners and etiquette usually signifies either an insufficient lack of proper upbringing or an unwillingness to conform to established codes of conduct and behavior. In any event, the perception of one who does not practice good manners is not very flattering.

Dining Manners and Etiquette

For the most part, people are reasonably conscious about how they behave at home and in public, especially when it comes to table manners. Of all the behavioral attitudes and practices performed by humans, table manners, or the lack thereof, are probably the most noticeable. This is probably because most people, whether they practice them or not, can spot bad table manners a mile away. So, do yourself and your dining guest a favor and be more conscious of your table manners.

For those of you who need reminding, here are fifteen tips to practice at the table:

1. When you first sit down to the table, do not take your napkin and flop it open like a bull whip and then stuff one corner under your neck. Instead, unfold the napkin and place it on your lap. When you need to use it, lightly dab the area, don't wipe your face with it as if you were using a washcloth.
2. Be conscious of how you sit at the table. Do not slump down in the seat, rock the front legs of the chair off the floor, or sit on the very edge of the seat. Sit up relatively straight and keep your elbows off the table.
3. If you have packages with you or a cell phone, place them somewhere other than on the table. If you have a cell phone or pager, turn it to a silent alarm while you are dining.

IS-23

COMMUNITY LIVING SKILLS

SKILL: Eating and Drinking Politely

RATIONALE: Many social situations involve eating and drinking. People will enjoy including us in these situations when we eat and drink politely. Many people know how to do this already, but it always helps to review the main points.

STEPS OF THE SKILL:

1. Take your time and check the temperature of the food or drink.
2. Take small bites or sips, and chew all food thoroughly.
3. Swallow what is in your mouth before speaking.
4. Use a napkin to wipe hands and mouth.

SCENES TO USE IN ROLE PLAYS:

Refer to Step 2. under "Special Considerations When Teaching This Skill."

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Group leaders should remind group members that the steps listed in the skill are just "main points" and then should assist them in generating a list of other components that are involved in eating and drinking politely.
2. This skill needs to be practiced with actual food and drink. If the group already includes snacks, it is preferable to bring in special food (e.g., pie, pizza, or ice cream) to use when practicing. Group leaders will provide feedback on how well the group members followed the four steps of the skill as well as on any other component that the group identified as being important.

IS-35

ROLE PLAY: HOW TO ASK FOR HELP

Role-play with the client various ways to ask for help.

Practice these skills in the community and provide guidance and assistance when needed.

Gradually allow client to ask for help independently.

Scenarios

1. Ask for help in a supermarket on where to find specific items.
2. Ask for help in a bus station on how to find specific bus line.
3. Ask for help in a bank on how to open an account.
4. Ask for help in a store to get an item out of reach.
5. Ask for help at a gas station to learn how to pump gas.