

M. Interpersonal Skills

Basic

Knows how to respond to introductions and answer simple questions	Observation of skill
Knows how to identify one friend	IS-6, 7, 8 IS-39
Knows how to look others in the eye and shake hands if other person offers	IS-24
Knows how to make "small talk" face to face	IS-1
Knows how to communicate with at least one person weekly	IS-42

I-15 Making Friends

Objective: The student will identify three to four ways to initiate a friendship.

Comments:

Some students have difficulty making friends. Perhaps they are shy, too loud, or simply try too hard. In this lesson, several ways to initiate a friendship are discussed.

Introductory Activities:

- a. Have students list two people who have recently become their friends.
- b. Have students write the names of two people whom they consider to be friendly.

Activity:

Students are to examine the ten cartoon situations on the worksheet "Making Friends" and evaluate how good of a way it is to initiate making friends with someone else. In some cases, "maybe" is an appropriate answer.

Answers (examples) 1. No – may be too aggressive. 2. Yes – acting first. 3. Yes – go where people are. 4. No – isolating self. 5. Yes – acting friendly. 6. Yes – being helpful. 7. Yes – acting first. 8. No – critical comment or Maybe – teasing in a friendly way. 9. Yes – acting first. 10. Yes – being resourceful.

Discussion: Students should be prepared to explain their answers and try to come up with some general ideas for making friends such as: look and act friendly towards others, include others, be available, go where other people are, and make the first move.

1. Which of the ways on the worksheet would you try?
2. Which of the students on the worksheet would you find irritating or offensive?
3. When is the last time you picked out someone whom you would like for a friend? How did you become friends?
4. Is it harder to initiate friendships with someone of the opposite sex?
5. If you are basically a shy person, what are some quiet ways you could initiate talking or contact with someone else?

Extension Activities:

1. Have students target someone whom they would like to befriend. Have them practice friendship-making skills to initiate contact with the person. Keep a journal of progress!
2. By secret ballot, have students write the names of three people in the class/school/group who they consider to be good at making friends. Analyze why these people are friendly.

Evaluation:

- a. List three good ways someone could initiate a friendship with another person.
- b. List one way that would probably *not* be a good way to make friends with someone else and explain why.

IS-1

Name _____

Date _____

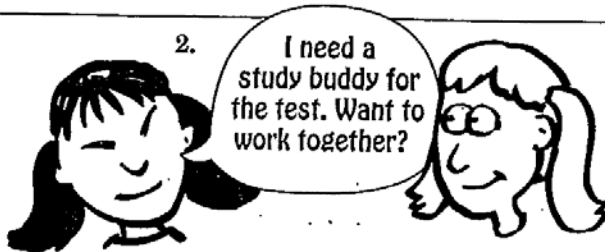
Making Friends

Directions: Read each situation and decide if it is or is not a good way to approach someone to initiate a friendship. Write **yes**, **no**, or **maybe** on the line next to each item. Be prepared to explain your answers!

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Skill 12—Making and Keeping Friends

INSTRUCTOR PAGE

Rationale: Having friends is one of the nicest consequences of developing good social skills. Friends not only add a lot of satisfaction to our lives but they also can benefit from what you have to offer.

WORKSHEETS

Worksheet #64: My Good Friend?

After reading the comic about a jealous girl and her definition of what a friend is, students are to answer the questions about friendship.

Answer Key: (answers may vary)

1. Renee thinks a friend should be at her beck and call, overreacted to Shantelle's action, blames without investigating, etc.
2. Shantelle is jealous, possessive, and doesn't listen.
3. We don't know why Renee didn't wait for Shantelle (perhaps she had a reason), but something happened to change her plans; still, she wanted Renee's company for another activity so she must not be too estranged from her.

Worksheet #65: Is This a Good Friend? (Part I)

Students are to read the descriptions of friends and circle their responses to indicate if they agree or not. The heart of this worksheet is in the discussion that should follow. What definition or descriptions can students come up with that define or describe a friend?

Answer Key: (answers may vary)

1. false—who is ever always in a good mood?; 2. true; 3. true; 4. false—things change;
5. true—or at least tries to understand!; 6. answers may vary—what is good advice?;
7. true (but explain)—what is “there for you”?; 8. false—but circumstances may affect this; 9. false—this is a possessive, jealous friendship; 10. hopefully, true most of the time—but who can listen all of the time?; 11. false—you may be wrong; 12. false—you may ask for something that isn't good for you

Worksheet #66: Is This a Good Friend? (Part II)

This is a continuation of the topic of worksheet #65. This gives examples of how a restricted friendship can't really operate well. By comparing your expectations for friendship with reality, you can hopefully understand that friends are people, complete with limitations and needs of their own.

Answer Key: (answers may vary)

1. corresponds to item #1 on worksheet #65; 2. corresponds to item #4; 3. corresponds to item #5; 4. corresponds to item #6; 5. corresponds to item #7; 6. corresponds to item #8;
7. corresponds to item #9; 8. corresponds to item #11; 9. corresponds to item #12

Worksheet #67: Ways to Make Friends

This worksheet gives a few ideas on ways to make friends. Students should read and explain the items, then apply them to their own situations.

Answers will vary.

Worksheet #68: Are You a Good Friend?

Students are to read the situations in which another individual is involved and come up a response. How understanding, forgiving, or possessive of a friend are they?

Answer Key: (answers will vary)

1. introduce Cynthia to several others who will be at the party
2. stop lending things
3. start being busier when she calls
4. meet Mark at neutral places
5. invite her to come to your house
6. start inviting Tony to join you when you go out with other friends

TEACHER TIPS

- When having a class discussion on friendship, have students think of their oldest friend (one that they've had the longest), newest friend, best friend, and closest friend. Discuss how each achieve this status.
- Talk about what friends have in common—sports, other hobbies, interests, leisure activities, etc. Then talk about how some friends may be “opposites” in some ways, yet still be close friends. How can this be?

PARENT POINTERS

- Provide opportunities for your child to bring friends to the house. Know who he or she is hanging around with and what the common attraction is. What do they do with their time together?
- Encourage your child to participate in healthy activities in which he or she may find friends. A church group, YMCA activities, summer camp, and any kind of organized lessons are just a few examples of places where your child will meet others.
- If you take a short trip or family excursion to the movies or museum, ask your child to invite a friend. Include the friend in conversations and other activities.
- When your child's friends do come over, show a sincere interest in him or her, but try not to be overly inquisitive. Remember to respect their privacy, but let them know you are there—and available. Sometimes other people's children find it easier to talk to a friend's parent than their own!

PRACTICE ACTIVITIES

... Create a class “holiday” to celebrate Friendship. Design activities for students (and enlist their ideas) simply to pay tribute to good friends. This could include cards, deeds, special events, and maybe a newspaper write-up.

... Assign research projects to students to find out who the friends of famous people (past and present) are—and how they influenced the person. (The friendship of Helen Keller and Annie Sullivan is one example!)

... Assign journal activities in which students write about various aspects of friendship. Entries might include: What's the best thing your friend ever did for you? (And vice versa) Have you ever felt “betrayed” by a friend? Do you agree with this statement: to have a friend you first must be one?

... Challenge students to select a person whom they don't know well and go out of their way to find out more about him or her.

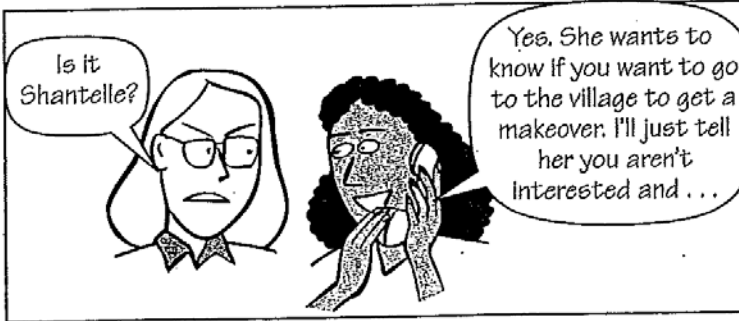
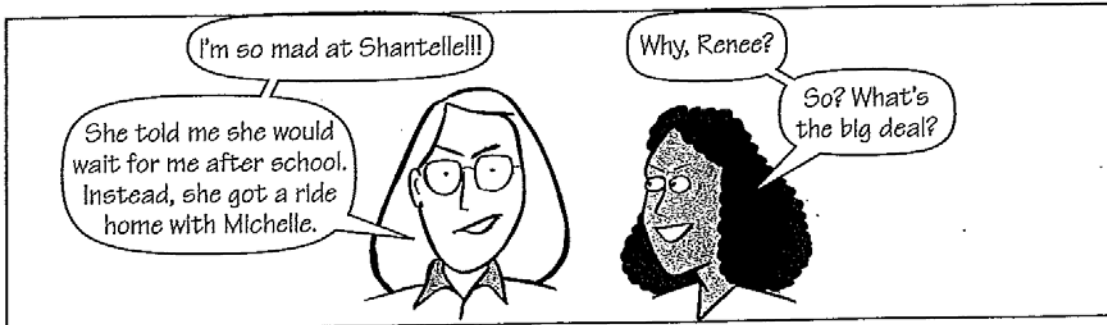
... Help students complete a social chart in which they list a best friend in the center circle, close friends in the next circle, and casual friends in the third circle.

Name _____

Date _____

Worksheet #64

My Good Friend?



© 1998 by John Wiley & Sons, Inc.

1. What do you think Renee's definition of a friend is?
2. How good of a friend would you say Shantelle is to Renee?
3. How good of a friend would you say Renee is to Shantelle?

Interpersonal Skills IS-7

Name _____ Date _____

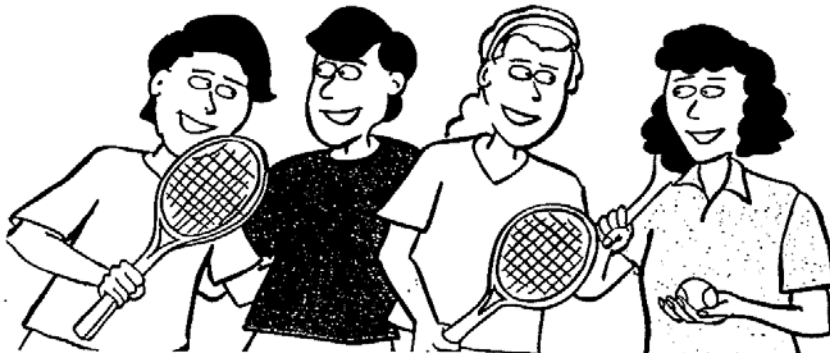
Worksheet #65

Is This a Good Friend? (Part I)

Read the following statements. Circle TRUE if you think it is true or FALSE if you disagree with the statement.

- | | | |
|--|------|-------|
| 1. A friend is always in a good mood. | True | False |
| 2. A friend doesn't talk about you behind your back. | True | False |
| 3. A friend sticks up for you. | True | False |
| 4. A friend is someone who will always be close to you. | True | False |
| 5. A friend is someone who understands you and how you think. | True | False |
| 6. A friend is someone who gives good advice. | True | False |
| 7. A friend is someone who is always there for you. | True | False |
| 8. A friend is someone who would lie for you. | True | False |
| 9. A friend doesn't have other friends—only you. | True | False |
| 10. A friend is someone who will listen to your problems. | True | False |
| 11. A friend is someone who agrees with you all of the time. | True | False |
| 12. A friend is someone who would give you whatever you asked. | True | False |

© 1998 by John Wiley & Sons, Inc.



IS-7

Name _____ Date _____

Worksheet #66 **Is This a Good Friend? (Part II)**

Look through your responses to worksheet #65. Did you come up with some ideas about what describes a good friend? How are the following examples exceptions to the characteristics described on worksheet #65?

1. I just don't have time to talk to you right now. My dad has been yelling at me for not cleaning my room and I'm really in a bad mood. Talk to you later.



2. Oh, hi there! I haven't seen YOU since you moved away in second grade! How've you been?



3. You know, Fred, I don't understand a thing about your religion, but I know it's important to you . . . Wanna go play football?



4. I think definitely you should quit your job and go to junior college. At least, that's what my parents keep telling me.



5. Sorry I couldn't make your recital. I got stuck with my brother's paper route.



6. I told your parents you were at my house last night so they won't be hassling you about going drinking with everybody. You should be OK!



7. I can't make it to your game tomorrow—I'm going to Sandy's birthday party. I'll have to see you later.



8. It really bothers me that you smoke. There are so many people who are trying to quit—and there isn't one thing good about it! I wish you'd stop.



9. Sure you can borrow my research report. I hope you get an A on it like I did!



© 1998 by John Wiley & Sons, Inc.

Name _____ Date _____

Worksheet #67

Ways to Make Friends

Here are some ideas for ways to make new friends. How could they apply to you and your life?

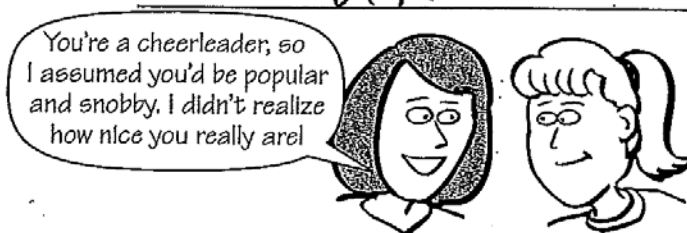
1. Be available.



2. Show your personality.



3. Be willing to change a negative first impression of someone.



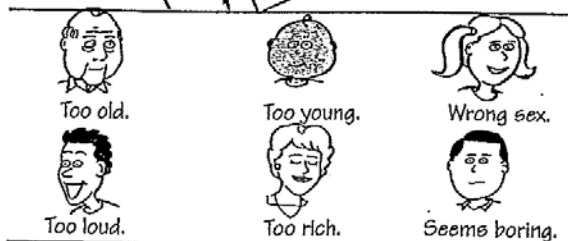
4. Make the first move.



5. Be willing to make an effort to find friends.



6. Don't overlook people.



© 1998 by John Wiley & Sons, Inc.

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?

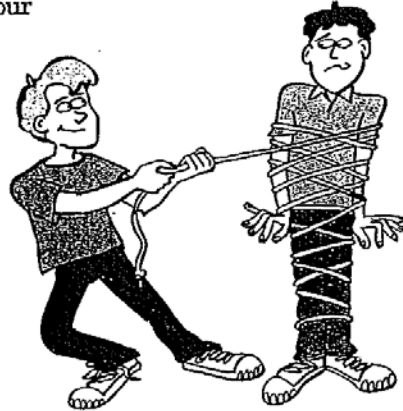
2. DENNIS is always borrowing your stuff—your CDs, your jean jacket, and even your car, but when you ask him about borrowing his tennis equipment or a video that he just got, he always seems to have an excuse. What can you do about this?

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?



10. When confronted with the dreaded place-setting dilemma, remember that if you use the outermost utensil first, and work your way in, you can't go wrong. However, if you are going somewhere that you expect to encounter a very formal setting, read up on the latest rules and etiquette first; you'll be glad you did.
11. I should not have to say this, but I am still amazed at those who blow their nose at the table. Do not blow your nose at the table and refrain from putting on lipstick, combing your hair, and cleaning your fingernails with your handy-dandy Swiss Army knife. One last thing—if you have something stuck in your teeth, excuse yourself and remove it in the bathroom.
12. Cut just enough food for a single bite. Don't sit there and section off everything on your plate as if your waiter was going to remove your knife the first time you set it down.
13. If you really enjoy dunking your jelly doughnuts in your coffee, dipping your cookies in your milk, or mixing all the food on your plate together to look like a Picasso painting, do that in the privacy of your home.
14. If you accidentally belch, loudly smack your lips, or slurp your soup, simply say "Excuse me." If you know that a particular beverage makes you belch, avoid it, or at least drink it slowly. If you eat slowly and use proper manners, you will not be smacking your lips together or slurping your soup.
15. Have you ever seen anyone push their plate away from them or scoot their chair back and cross their legs after eating? If you haven't, it's probably just a matter of time. The act of pushing away your plate looks as if you are glad to finally be finished with that meal. Pushing your chair back looks as if you are telling the rest of the table guests that you are ready to leave now! It's rude to do either.

Greeting People

Make a good first impression when you first meet someone in person. You may not remember their name, what they do, or where they live, but you will remember whether or not you liked them. There's just something about a pleasant first encounter. When first introduced, say hello, how are you doing, good morning or evening

4. Dining is two parts. If you are dining with a small group, remember to wait until everyone has been served before you start eating. However, if you are dining at a large event, such as a wedding reception or banquet, wait until those at your table have been served. It is not necessary for everyone in the room to be served before you start indulging.
5. When you pick up a utensil and start eating, remember that the utensil does not go back on the table. For example, once you have finished using your knife, place it back on your plate, making sure that even the handle does not rest on the table. Oh, by the way, don't use you're eating utensils as pointers when you are talking. Waving around a knife as you explain how you caught "the big one" on Cumberland Lake last weekend is rude.
6. When you chew, keep your mouth closed and do not talk with your mouth full. There is nothing that you have to say that is so important that you can't wait until you swallow.
7. Dining is supposed to be enjoyed, so relax and slow down. This is probably not going to be your last meal, so practice good manners and pace yourself. You do not want to be eating pie and gulping down coffee while the rest of the table guests are enjoying their salads. At the same time, don't be waiting for your appetizer to cool to exactly 74.3 degrees while your guests are waiting for the check to come.
8. When eating bread, break off a small piece and butter it. Do not butter a large slice and set it on your plate.
9. If you are sitting in a smoking section with table guests, don't light up until everyone at the table has finished eating. Even after dining, if someone at the table does not smoke, ask if it would be all right to burn one. I have dined with guests who smoke as soon as they have finished cramming their double-bacon-cheeseburgers down their necks, and I have also dined with those who need a cigarette between courses. If at all possible, wait to have a cigarette until you're away from the table.

Life & Social Necessities

something. Don't try to be cool and just nod in the general direction of someone talking to you. People may appear to be standoffish, but they will usually come alive when greeted or spoken to.

If you are seated and someone is introduced to you, stand up and greet them, unless you are in a tight spot behind a table or bar. If someone offers their hand to you, shake it while looking them in the eyes. Apply moderate pressure and shake the hand for only a few seconds. Everybody has a pet peeve—getting a poor handshake from a man is mine. I can't stand extending my hand to another guy and feeling like I am holding a dead fish. If you are going to shake someone's hand, shake it! I'm not talking about squeezing the life out of them, on the other hand, don't make me want to check your pulse to see if you're alive.

IS-24

Use the following pages as conversation starters to work on developing the corresponding skill. You may use them in conversation or as a game.

To use as a game: Cut out the different questions into "cards" place face down and have the client pick a card at a time to begin to discuss.

What are the top three qualities you admire in a good friend? Do you ever tell him or her how you feel?

What is an advantage of having a lot of friends rather than just a few? What is a disadvantage?

What is something you find really attractive in a good friend?

What qualities make you a good friend?

What is a quality you look for in a friend?

Define what a 'good friend' means to you.

Friends are sometimes described in two circles—the inner one (those closest to you) and the outer one (not as close). How many friends are in your innermost circle?

What do you do to keep your friends?

Name two ways to support a good friend who is going through a difficult time.

How important is forgiveness in friendships? Give an example of when you have needed to be forgiven.

Interpersonal Skills IS-39

Who are your best **social supports**?

Who is one of your **favorite people**?

What do you like best about that person?

Using 10 different words, how would you **describe your best friend**?

Describe a **perfect friend**.

Who is someone you really **enjoy talking** with?

What are the two most desirable **qualities in a friend**?

What is it about his or her conversations that you like?

How about the two least desirable?

Interpersonal Skills IS-40

What usually **gets you in trouble** in social situations?

What do you do that **offends** others?

You are having a conversation with someone you hardly know. They keep touching your arm and putting their face close to yours.

What are three topics to **avoid discussing** with people you don't know well?

How do you **react inside**? How would you **react to them**?

What are five **turn-off behaviors** when you first meet someone?

Is it O.K. to be **truthful in every** social situation?

Why or why not?

Are there times that you need to **just be by yourself**?

When? What do you do?

In social situations, sometimes I give off the wrong signals when I

What are two subjects that you **do not** discuss with people when you first meet them?

What is a sure-fire way to lose a friend?

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?

Fill in the calendar on the following page monthly.

Use the calendar as a way to keep track of contacts or interactions with friends or other individuals.

Educate the client on various ways to interact with people. Encourage the client to interact face to face; however, phone or e-mail may be a way to increase the frequency of contacts with other people.

Interpersonal Skills IS-42

SUN	MON	TUES	WED	THURS	FRI	SAT