

**M. Interpersonal Skills****Intermediate**

Knows how to make introductions, including approaching others to introduce self	IS-1; IS-3; IS-19; IS-20; IS-25; IS-26
Is aware of what "boundaries" are	IS-4; IS-40
Is not harmful to others	Observation of skill
Knows how to ask for help	IS-43; IS-44
Knows how to explain and express feelings	IS-2; IS-27; IS-31; IS-32; IS-33; IS-36
Knows how to identify relationships that may be hurtful or dangerous	IS-43

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**I-15 Making Friends**

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**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 \_\_\_\_\_

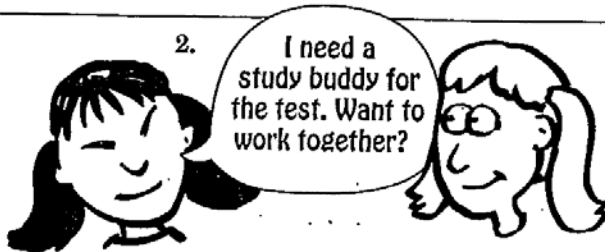
## Making Friends

**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.



## Interpersonal Skills IS-3

Name \_\_\_\_\_ Date \_\_\_\_\_

Worksheet #40

### Getting Prepared

If you know you need to make a good impression, get yourself ready! What would you need to do to make your best impression in these cases?

1. talking to the parents of a child you hope to babysit
2. meeting a cute boy/girl after a game
3. trying out for the school play
4. volunteering as a nurse's aide at the hospital
5. picking up your family's foreign exchange student at the airport
6. interviewing for a job at the city zoo as an animal caretaker
7. tutoring elementary students after school
8. explaining to the track coach why you missed practice
9. meeting the grandparents of your best friend
10. trying to get votes to be elected class president




IS-3


Name \_\_\_\_\_ Date \_\_\_\_\_


Worksheet #56 **Choosing to Befriend Someone**

How are these characters "going the extra mile" to become a friend to someone?

1.  \_\_\_\_\_  
\_\_\_\_\_

2.  \_\_\_\_\_  
\_\_\_\_\_

3.  \_\_\_\_\_  
\_\_\_\_\_

4.  \_\_\_\_\_  
\_\_\_\_\_

5.  \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Worksheet #57

## Becoming a Good Conversationalist

What are some ways you can strike up a conversation with someone in these situations?

1. sitting next to someone on a public bus

\_\_\_\_\_

2. walking along the hall at school with a person you don't know

\_\_\_\_\_

3. taking your dog for a walk through your neighborhood

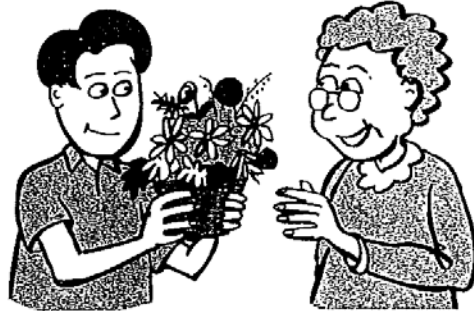
\_\_\_\_\_

4. waiting in the dentist's office

\_\_\_\_\_

5. getting your hair cut at a salon

\_\_\_\_\_



6. working at the visitor's booth at your church

\_\_\_\_\_

7. visiting elderly people at a nursing home

\_\_\_\_\_

8. applying for a job at the local newspaper office

\_\_\_\_\_

9. making a new student feel welcome

\_\_\_\_\_

10. answering questions at a summer day camp for children

\_\_\_\_\_

11. working as a receptionist in a busy doctor's office

\_\_\_\_\_

12. delivering flowers for a local florist

\_\_\_\_\_

IS -25 through IS-28 taken from the following source

Bellack, A., Mueser, K, Ginerich, S., Agresta, J. (1997). *Social skills training for schizophrenia: A step-by-step guide*. New York, NY: The Guildford Press.

CONVERSATION SKILLS

SKILL: Starting Conversations

RATIONALE: There are many situations when you want to start a conversation with another person. This may be someone you know or someone you have never met but would like to get to know. Sometimes people feel shy about starting a conversation. We find that things go more smoothly when you keep specific steps in mind.

STEPS OF THE SKILL:

1. Choose the right time and place.
2. Introduce yourself or greet the person you wish to talk with.
3. Make small talk (e.g., talk about the weather or sports).
4. Judge if the other person is listening and wants to talk.

SCENES TO USE IN ROLE PLAYS:

1. A new person is starting at the day program.
2. People are waiting for an activity to begin at the Community Residence or the day program.
3. You are at a family gathering.
4. You are sitting with another person at lunch.
5. You are meeting your new case manager for the first time.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Steps 1 and 4 require the client to make judgments regarding what are the appropriate time and place to begin a discussion as well as whether the person being addressed is interested in participating. Therefore, it is important for group leaders to spend time assisting clients with the identification of social cues that they can look for when making such judgments.
2. Clients may not be familiar with what constitutes "small talk" (Step 3). Group leaders may want to generate a list of topics with the group that can be used for making small talk.

IS-25



CONVERSATION SKILLS

**SKILL:** Maintaining Conversations by Asking Questions

**RATIONALE:** Sometimes you may want to go further than a brief conversation; you may want to talk longer with someone because you like the person or are interested in what is being said. Often, people don't know how to keep a conversation going, or they feel uncomfortable. One way to keep a conversation going is by asking questions.

STEPS OF THE SKILL:

1. Greet the person.
2. Ask a general question.
3. Follow up on what the person says with a specific question.
4. Judge if the person is listening and is interested in pursuing the conversation.

SCENES TO USE IN ROLE PLAYS:

1. Watching a TV program with another person who also seems to enjoy the program.
2. Seeing your roommate after he or she has spent a day with his or her family.
3. Having a cup of coffee with a friend at the day program.
4. Sharing a chore (such as cleaning up after dinner) with someone.
5. Talking to a counselor about a supported employment program.

SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Clients may have difficulty determining what kinds of questions are socially appropriate to ask in different situations. Group leaders can use the role play scenes to help clients identify socially appropriate questions to ask in various situations. For example, group leaders can ask clients to generate a list of questions that would be appropriate to ask a friend with whom they are having coffee before role playing the scene so that they have some options to choose from.
2. Group leaders need to distinguish "general" questions from those that are more specific. Providing the group with examples of the two types of questions will be useful.
3. Group leaders may need to assist members with the identification of social cues required in Step 4.

**CONVERSATION SKILLS**

**SKILL:** Maintaining Conversations by Expressing Feelings

**RATIONALE:** Giving factual information is one way to keep a conversation going. Another way is to tell someone how something makes you feel. This allows people to learn more about each other's feelings and whether they might have more in common to talk about. Examples of feelings that might be expressed are happy, sad, excited, disappointed, pleased, upset, and irritated.

**STEPS OF THE SKILL:**

1. Greet the person.
2. Make a brief statement about how something makes you feel.
3. Judge if the other person is listening and is interested in pursuing the conversation.

**SCENES TO USE IN ROLE PLAYS:**

1. Telling a staff member that you don't like your assigned chore at the Community Residence.
2. Telling your case manager that you enjoyed the last group.
3. Telling a family member that you are excited about going to the movie this weekend.
4. Telling a staff member that you are disappointed that a day program party was canceled.
5. Telling a friend that you liked a TV program last night.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

1. Group leaders should assist members with generating a list of different feelings that people might want to express to each other.
2. Group leaders should also assist members with identifying situations that they are likely to encounter when expressing feelings would be appropriate.
3. Group leaders may need to assist members with the identification of social cues required in Step 3.

IS-27

Name \_\_\_\_\_ Date \_\_\_\_\_

Worksheet #41

# Asking Appropriate Questions

What is wrong with asking these questions in the situations below?

1.

I heard your dad was sick. Do you think he's going to die?



2.

Hey, your skin looks a whole lot better since you've been going to the skin doctor. Are you still going for treatments?



3.

Did you dye your hair?



4.

Are you really going to wear those shoes in public?



5.

Was that your mother I saw at the welfare department yesterday? Doesn't she have a job yet?



6.

Where are you going? When will you be back? Is Johnny going with you? May I go too?



## **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.

## Interpersonal Skills IS-44

Complete this worksheet regarding healthy and dangerous relationships. Put an X through those scenarios (or friendships) that are dangerous/ unhealthy relationships.

A friend continuously asks you for money. He never pays you back, but you give him the money anyways.

Walking into work you realize that you forgot your lunch. A friend you work with offers to share her lunch with you.

A friend is continuously bullying you about the way you look. Even though you have told him several times that these words hurt your feelings he continues to bully you.

A family member is in the hospital and you only told one person you work with because you were uncomfortable sharing the information with a lot of people. You asked if that person could please not tell anyone. A co-worker randomly asks you how your family member is.

You were feeling sad all day and felt that no one had noticed. A friend went out of her way to call you because she was worried about you.

You don't drink or like to smoke. Your friend is constantly putting pressure on you to do one or the other, or both. It always makes you feel uncomfortable.

Complete this worksheet regarding healthy and dangerous relationships. Put an X through those scenarios (or friendships) that are dangerous/ unhealthy relationships.

A friend continuously asks you for money. He never pays you back, but you give him the money anyway.

A friend continuously bullying you about the way you look. Even though you have told him several times that these words hurt your feelings, he continues to bully you.

You were feeling sad all day and felt that no one had noticed. A friend went out of her way to call you because she was worried about you.

You don't drink or like to smoke. Your friend is constantly putting pressure on you to do one or the other, but both always makes you feel uncomfortable.

Walking into work you realize that you forgot your lunch. A friend you work with offers to share her lunch with you.

A family member is in the hospital and you only talk to one person you work with because you were uncomfortable sharing information with a lot of people. You asked if that person could please not tell anyone. A co-worker randomly asks you how your family member is.

Name \_\_\_\_\_ Date \_\_\_\_\_

Worksheet #39

## Your Attitude

Match the attitude demonstrated below by the characters with the impression that it gives.

- |                                    |                                 |
|------------------------------------|---------------------------------|
| _____ 1. I don't want to talk.     | _____ 4. I'm interested in you. |
| _____ 2. I know what I'm doing.    | _____ 5. I'm eager to learn.    |
| _____ 3. I want you to respect me. | _____ 6. I'm very patient.      |

<p>a.</p>  <p>When I tell you to do something, you must do what I say, when I say, how I tell you to do it. Don't question me or what I'm planning—just do it.</p>	<p>b.</p>  <p>Don't worry if you don't understand this right away; I'll keep explaining until you get it!</p>
<p>c.</p>  <p>Where did you live before you lived here? What do you like to do? Would you like to go with us to the mall?</p>	<p>d.</p>  <p>Watch. You put this disk in here. Then you push these two buttons. Now wait for the light to go on.</p>
<p>e.</p>  <p>Show me how you drew that! Give me a pencil. May I try?</p>	<p>f.</p>  <p>Yeah. Ok. Whatever.</p>

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**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



### ASSERTIVENESS SKILLS

#### SKILL: Expressing Angry Feelings

RATIONALE: One type of feeling that many people have special difficulty expressing is anger. At times everyone gets angry. This does not have to lead to shouting or hitting or cutting off friendships or relationships. It is usually helpful to relieve feelings of anger by expressing yourself in a direct, honest way. Sometimes you might want to wait until you have "cooled off" a little and are feeling calm.

#### STEPS OF THE SKILL:

1. Look at the person, speak firmly and calmly.
2. Tell the person specifically what he or she did that made you angry. Be brief.
3. Tell the person about your angry feelings. Be brief.
4. Suggest how the person might prevent the situation from happening in the future.

#### SCENES TO USE IN ROLE PLAYS:

1. Dinner is late every night for a week.
2. Your roommate smokes in the room, which is against house rules.
3. Your relative promises to cash your check by Friday but does not do so.
4. Someone spills coffee on your new white slacks without apologizing.
5. Someone borrows your radio without asking and breaks it.

#### SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:

1. Many members have a particularly difficult time expressing angry feelings, even in the context of a controlled role play. It is therefore important to devote some time "preparing" group members for this skill. Spending one or two sessions helping members identify common "early warning signs" of anger (such as feeling tense, heart racing, etc.) as well as strategies for managing angry feelings (one of those strategies being the skill at hand), will be extremely useful.
2. Depending on the composition of the group, it may be helpful to divide this skill into three parts and practice each part as a separate role play. The first part would encompass Steps 1 and 2; the second part would encompass Step 3; and the third part would encompass Step 4. Not all members will need the skill divided in this way, but for those who are having some difficulty, this allows them to have positive role-play experiences while practicing the skill.

IS-32

**ASSERTIVENESS SKILLS**

**SKILL:** Letting Someone Know That You Are Afraid

**RATIONALE:** All of us at some time in our lives feel afraid. Sharing our fears with someone we trust usually makes things feel less scary. The person may have suggestions that will help you cope with feeling afraid or have suggestions that will help you change the situation that you are afraid of.

**STEPS OF THE SKILL:**

1. Choose a person you trust to speak to.
2. Tell that person what you are afraid of. Try to be specific about your fears.
3. Ask the person for advice.

**SCENES TO USE IN ROLE PLAYS:**

1. You tell your case manager that you are afraid to start at the day program.
2. You tell your case manager that you are afraid to go to the doctor for a physical examination.
3. You confide to your AA group that you are afraid to walk to the meeting because you pass one of the bars that you used to hang out in and are worried that you might go in.
4. You tell a staff member at your new Community Residence that you are afraid that your roommate will not like you.
5. You tell your case manager that you are afraid that your doctor is going to hurt you.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

This skill requires that the client make a judgment about who might be an appropriate person to trust. Not all clients will be able to identify people with whom they trust. Therefore, it may be helpful for group leaders to get clients to identify people whom they might be able to trust in different situations before role playing.

IS-33

**FRIENDSHIP AND DATING SKILLS**

**SKILL:** Expressing Positive Feelings

**RATIONALE:** When people have encountered a series of difficulties, they tend to focus on the problems around them and forget to notice the positive things that other people do. Noticing positive things helps to increase a person's sense of belonging and sense of being able to do things well. Also, a person who knows he or she is doing something well is more likely to repeat what he or she has done to please others.

**STEPS OF THE SKILL:**

1. Look at the person.
2. Tell the person exactly what it was that pleased you.
3. Tell them how it made you feel.

**SCENES TO USE IN ROLE PLAYS:**

1. A staff member at the Community Residence cooked a meal you enjoyed.
2. A friend helped you out with a problem.
3. A counselor woke you up so that you would be on time for an appointment.
4. A family member gave you a ride to an outside appointment.
5. A co-worker at your new job ate lunch with you.

**SPECIAL CONSIDERATIONS WHEN TEACHING THIS SKILL:**

Sometimes clients may protest that it is not necessary to say positive things because people already know when they are doing something nice. Group leaders can remind clients that everyone likes it when someone has appreciated something that he or she has done.