

Part I

# Learning Basic Social Skills



# Skills to Make a Good Impression

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**Skill 1: Making a First Impression**

**Skill 2: Thinking About My Behavior**

**Skill 3: Getting Rid of Annoying Tendencies**

**Skill 4: Having a Pleasant Voice and Breath**

**Skill 5: Being a Good Listener**

**Skill 6: Sharpening My Communication Skills**

**Skill 7: Sizing Up My Reputation**

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## TEN TIPS FOR TEACHERS

Here are some classroom tips to help students learn to convey a pleasing, positive image to others:

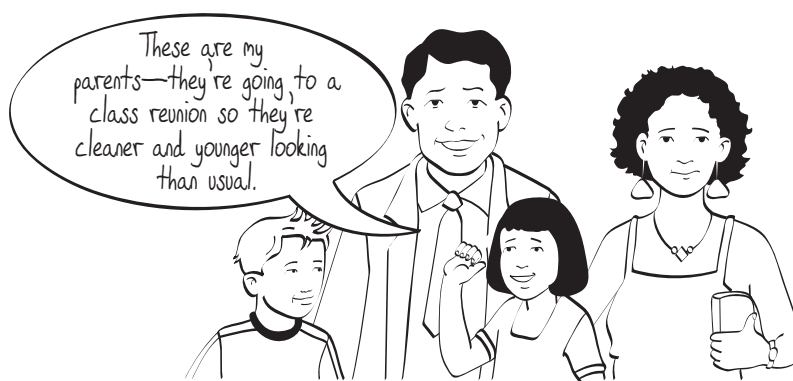
1. *Recognize leadership in students* and affirm them by calling attention to positive examples. “You did an excellent job of collecting and organizing everyone’s projects. I know I can count on you to follow through on a job.”
2. *Have students write a semihumorous handbook* (complete with pictures) of Dos and Don’ts for various social situations. Ideas might include What to Wear on a Date to a Hockey Game, 50 Starter Statements for Meeting That Special Someone, How to Impress Your Science Teacher, and the like.
3. To develop listening skills, *have students tape-record conversations* with a partner for three to five minutes. Have each partner try to repeat the highlights of what the other person said. Then replay the tape. How closely did each person listen to the other?
4. *Call on all students*, making a special effort with the reluctant, quiet ones, so that each student knows that he or she is expected to participate in conversations and discussions within the class. Explain that teachers really like it when a student is engaged in a lively class discussion.
5. *Find pictures of teenagers engaged in common social activities* and have students write a bubble that says what they think each person is saying. Ask them to explain what clues they used to determine what was being said. Could this apply in any way to what *they* look like to others?
6. *Use the term “reputation” in your discussions* of manufacturers, products, places, resorts, and other things. Talk about how reputations can make a difference in what kind of car you like, what type of dog you pick for a pet, where you go out to eat, and so on. What goes into making a good reputation?
7. *Bring in political cartoons* that depict celebrities as caricatures. Discuss how these exaggerated attributes overlap with someone’s reputation. Why are these caricatures humorous?
8. *Play short segments of music or recordings* of well-known people (for example, popular singer, actor, commercial with celebrity). How quickly can the student identify the person by the voice alone? Are there certain voices that they find interesting, annoying, pleasing, or other characteristics? What do they think their own voice conveys to others?
9. *Talk about the movie or play My Fair Lady*, in which a lower-class woman is transformed into a beautiful lady of status as an experiment. What factors contributed to changing Liza Doolittle’s effect on other people? How important are language, choice of words, appearance, posture, and body movements in influencing what others think?
10. *To highlight work ethic in the classroom*, start a counting system, such as fifty days without a single lost assignment, seven days without a failed test, nineteen days with perfect attendance, and so on.

## TEN POINTERS FOR PARENTS

Here are some ideas for parents to use at a home and in the community to help their child create a good impression on family members and community people.

1. *Introduce your child to your friends or acquaintances* when the opportunity comes up. Let him or her see how you use names, eye contact, and a bit of information to connect people in the environment. (“This is my son Johnny. He’s the one who loves to play the guitar.”)

2. *Talk about what was socially appropriate* for making a good impression thirty to fifty years ago. You might want to include grandparents in this activity. Some examples may include the areas of fashion (boys wore suits and ties to a lot more places, girls wore hats and gloves), conversation (ladies did not talk about certain subjects in mixed groups), and habits (smoking, drinking, and the like).
3. *Before your child goes into a potentially embarrassing situation*, prepare him as much as possible. “Look, I know you don’t like to go to the dentist, but getting upset while sitting in the waiting room with a lot of people around is *not* the best time to be angry about it. Let’s go over what’s going to happen, and then talk about how you are planning to handle it.”
4. *When your child is given a job to do*, have her repeat all the steps of the task back to you before turning her loose. Make sure you discuss when the job is actually finished. Agree on this at the beginning, not while the job is still in progress.
5. *Help your child clarify attributes about himself that make up a good reputation* by telling him some things that you think characterize him. “You are always on time!” “Everyone loves when you are the babysitter—you really get into playing with the kids.”
6. *Ask your child to tell you* about what it takes “these days” to have a good reputation. Who are some students who are particularly admired? Are they admired for things that they do or say? Or how they think? Find out!
7. *Take pictures of your child* (if she doesn’t resist!). Use opportunities when the family is together for events or holidays. As you look through the pictures, use them as an opportunity to talk about how your child appears to others. “Look at how tall you are!” “You have the nicest smile. I bet people think you are very friendly.”
8. *Pull out old high school pictures* of yourself or other adult friends. After you have shared a good laugh, talk about why it was important to look like everyone else to fit in. You may find some similarities in reasons to dress, speak, dance, and engage in other activities that the previous generation did not understand.
9. *Involve your child* as much as possible in volunteering or community events. Most volunteer coordinators will appreciate the help, and being complimented by an adult who is not a family member will be encouraging to your child.
10. *Being a good sport about sports* (winning or losing) is another opportunity to express to your child the importance of how he or she appears to others. Maybe the umpire needs glasses and the referee is asleep, but a player’s integrity and demeanor in unfair (perceived or real) situations say a lot about him. Sometimes you get a break; sometimes you don’t.



# Skill 1: Making a First Impression

## INSTRUCTOR PAGES

**Rationale:** People make quick judgments about many things based on a first impression. How you look, what you say, how you act, and other factors convey a message. Assuming that you want to give a good impression, you would want to pay attention to these things.

### Worksheet 1: What Is a Good Impression?

After reading the paragraphs comparing job applicants, students are to complete sentences that summarize the impressions made.

*Answer Key:*

1. look;
2. habit;
3. friendly, confident, experience;
4. impression

### Worksheet 2: Your Appearance

Students are to select which of the two characters in each situation appears to be more suited for the situation.

*Answer Key:*

1. first;
2. second;
3. first;
4. first;
5. second;
6. first;
7. first;
8. second

### Worksheet 3: Your Attitude

On this worksheet, characters are giving impressions to others about their attitude. Students are to match the attitude given with the impression that it makes.

*Answer Key:*

1. f;
2. d;
3. a;
4. c;
5. e;
6. b

### Worksheet 4: Getting Prepared

Students are to think about the situations on the worksheet and come up with ideas for how they could best prepare to give a good impression for the message they want to convey.

### Worksheet 5: Asking Appropriate Questions

Students are to discuss the inappropriateness of the questions asked by the characters on the worksheet.

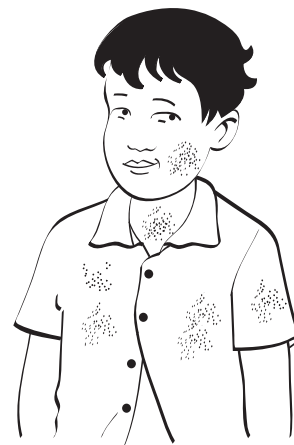
*Answer Key (answers may vary):*

1. Bad taste
2. Embarrassing for the person
3. Too personal
4. Implies you made a mistake
5. Nosey, not his business
6. Obnoxious

## Worksheet 1

### What Is a Good Impression?

You are the owner of a jewelry store and need some extra help at the counter. After placing an ad in the paper, you have received several phone calls. You are planning to interview several possible workers. “Hello,” a young man says to you. “I’m here to apply for the job.” You notice his ripped jeans and his old shirt. His hair is long and messed up. You wonder how long it has been since he washed it! Or took a bath! “Sorry,” you hear yourself saying. “I don’t think you’re right for the job.” You had an idea of the kind of person you wanted to hire—someone who looked quite different from the young man who showed up. You were disappointed. He didn’t appear to be someone you wanted for the position. You didn’t like the way he looked.



Another applicant comes by. At first you are quite interested in the pretty blonde girl who comes to your office. Her hair is combed nicely, her clothes are expensive, and—thank goodness—you are sure you smell the newest perfume.

“Well, so you are here to apply for the job of a clerk,” you say to her. “What’s your name?” She opens her mouth and does not stop talking for twenty minutes. She has told you her life story, every detail from kindergarten to shopping at the mall yesterday. You are certain that any customer who asked her a question would get much more than they bargained for. You don’t like this habit.

Next.

Your next applicant is an older woman. “Good afternoon,” she greets you. Her smile is friendly, and she appears to be very self-confident. You find out that she has had lots of experience in sales. She also compliments you on your ruby ring. Now you know she knows something about jewelry! “Are you able to work on weekends?” you ask her. “No problem,” she answers. “I’m available whenever you need me.” You close the file. “You are hired,” you tell her. “I have seen all I need to see.” This applicant may be a thief. She may even be a liar. But she made a good impression on you!

#### What is meant by making a “good impression”?

1. The first applicant for the job didn’t \_\_\_\_\_ right.
2. The second applicant looked nice, but she had a very annoying \_\_\_\_\_.
3. The third applicant appeared to be \_\_\_\_\_ and very self  
\_\_\_\_\_. She also had lots of \_\_\_\_\_ in sales.
4. This applicant made a good \_\_\_\_\_ because she seemed to be what the employer wanted to see.

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

## Worksheet 2

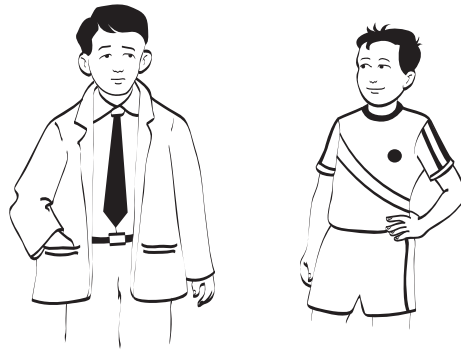
### Your Appearance

Choose which of the two characters below has the better appearance for each situation.

1. Going trick-or-treating



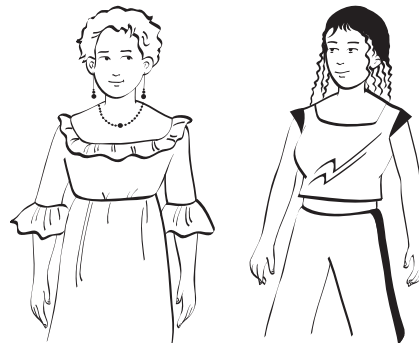
2. Playing football in the mud



3. Going swimming



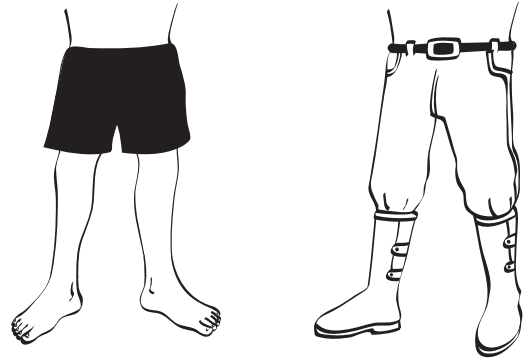
4. Going to a formal party



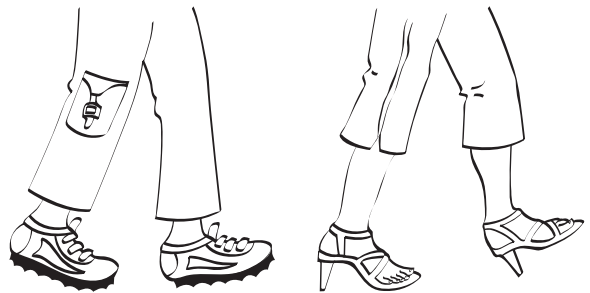


## Your Appearance (continued)

5. Riding a horse



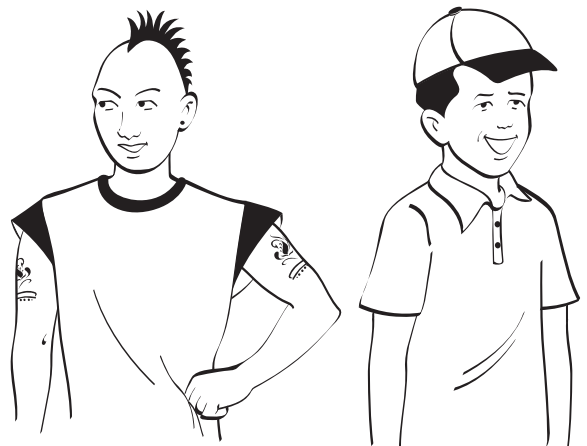
6. Taking your dog for a walk in the woods



7. Going for a job interview for mowing lawns



8. Going for a job interview for working at a hamburger place



## Worksheet 3

### Your Attitude

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

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



## Worksheet 4

### 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 or 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



## Worksheet 5

### Asking Appropriate Questions

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



## Asking Appropriate Questions (continued)

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?



# Skill 2: Thinking About My Behavior

## INSTRUCTOR PAGES

**Rationale:** Our behavior is another factor that influences how others view us. If you were to be picked out of a crowd, would it be because you were doing something odd and eccentric? Or because you were noticed for your kindness, leadership qualities, or some other positive behavior? It is important, whenever possible, to engage in behavior that shows your positive side. There are, of course, behaviors that people cannot control (seizures, tics, ADD impulsivity, and so on). This is all the more reason to focus on the behaviors that we can improve upon.

### Worksheet 6: Picked out of a Crowd

Which of the individuals on this worksheet would be most noticeable in a crowd? Students are to discuss the reason(s) why, and whether it would be positive or negative attention.

*Answer Key:*

1. First boy, laughing loudly; negative
2. Second boy, having a tantrum; negative
3. Boy in the middle, wiggling; negative
4. Boy standing in front of the movie; negative
5. All of the students running around the room; negative
6. Girl yelling at person behind counter; negative

### Worksheet 7: Ways to Blend In

Students are to write or describe a way that the person on the worksheet could blend into an ongoing situation.

*Answer Key:*

1. enter quietly and join in singing;
2. enter quietly and find a place to sit;
3. approach the friends;
4. sit at the table with the relatives

### Worksheet 8: Unusual Behaviors

Students are to put a check mark in front of behaviors that are unusual and to discuss why these behaviors would draw attention in a negative way. Spaces are included on the worksheet for you to add relevant examples if desired.

*Answer Key:*

All the behaviors on this list could be considered unusual.

### Worksheet 9: Behaviors That You Can't Help

Some behaviors cannot be controlled. Students are to put a check mark in front of those behaviors.

*Answer Key:*

- 1, 2 (possibly), 3, 7, 8

## **Worksheet 10: Neutral Behavior**

When in a situation that is unfamiliar or where you aren't sure of the expectations, assuming a neutral behavior, at least at first, can give you some time to clarify what you should do. Students are to indicate which person in each pair is demonstrating a neutral behavior. Discuss how that behavior is helpful.

*Answer Key:*

1. say nothing; 2. pay attention—look and listen; 3. stay back and wait; 4. observe what others are doing first and make sure you are welcome

## Worksheet 6

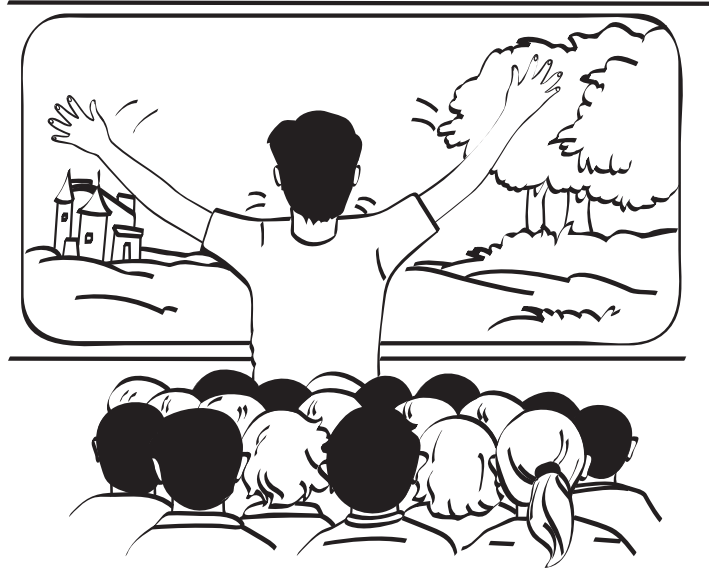
### Picked out of a Crowd

Which of these individuals would you notice in a group? Why? Would it be for a positive reason or a negative reason? Discuss.





4.



5.

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6.



## Worksheet 7

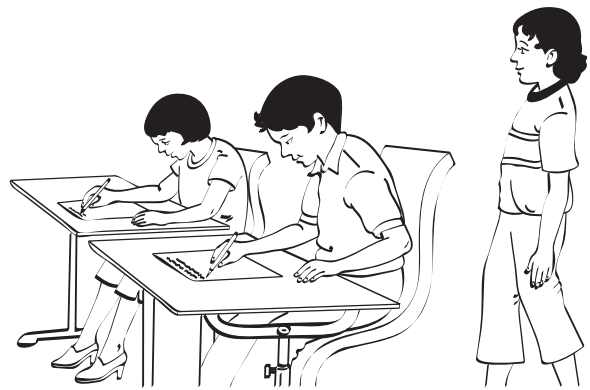
### Ways to Blend In

If you walked into these situations, what could you do that would help you blend in with the crowd?

**Situation 1:** Choir class—everyone is singing.



**Situation 2:** The class is taking a test, and it is very quiet in the room.



**Situation 3:** Your friends are in the park tossing a football around.



**Situation 4:** You walk into your house, and it is full of company—your cousins and aunts and uncles, all talking about their trip.



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

## Worksheet 8

### Unusual Behaviors

Which of these behaviors do you think people would consider unusual? Put a check mark in front of each. Discuss.

\_\_\_\_\_ 1. Flipping fingers together

\_\_\_\_\_ 2. Rocking back and forth

\_\_\_\_\_ 3. Spinning around before you sit down

\_\_\_\_\_ 4. Chewing on your hair

\_\_\_\_\_ 5. Cracking your neck by twisting it back and forth

\_\_\_\_\_ 6. Repeatedly clearing your throat

\_\_\_\_\_ 7. Playing with a hangnail

\_\_\_\_\_ 8. Repeating the same phrase over and over

\_\_\_\_\_ 9. \_\_\_\_\_

\_\_\_\_\_ 10. \_\_\_\_\_



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

## Worksheet 9

### Behaviors That You Can't Help

Which of these behaviors can't be controlled easily by a person in most situations? Put a check mark in front of them. Discuss.

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

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

\_\_\_\_\_ 3. A facial tic

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

\_\_\_\_\_ 5. Talking loudly

\_\_\_\_\_ 6. Chewing on your fingernails

\_\_\_\_\_ 7. Having a seizure

\_\_\_\_\_ 8. Stuttering



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## Worksheet 10

### Neutral Behavior

When you are in a situation in which you DON'T KNOW WHAT TO DO, which of these behaviors might be the best one to try first?

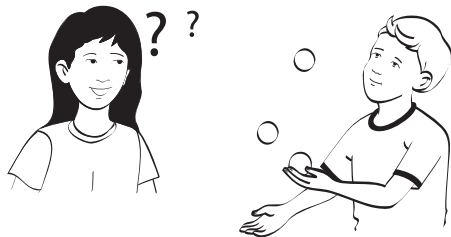
1. Say something.



Say nothing



2. Ask questions about what's going on.



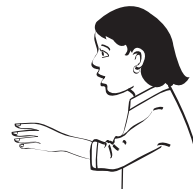
Pay attention—look and listen.



3. Stay back and wait.



Start telling people what to do.



4. Join in with what others are doing.



Observe what others are doing first and make sure you are welcome.



# Skill 3: Getting Rid of Annoying Tendencies

## INSTRUCTOR PAGES

**Rationale:** Part of appearing approachable and appropriate is avoiding annoying behaviors. Such behaviors as interrupting, invading someone's personal space, and repeating stories that have been told over and over are examples of some tendencies that make people want to avoid an individual.

### Worksheet 11: Invading Personal Space

Students are to indicate the people who are invading someone's personal space.

*Answer Key:*

2, 3, 4

### Worksheet 12: Interrupting

Students are to read the conversation and note how many times Amanda interrupted Marie.

*Answer Key:*

Amanda interrupted Marie three times.

### Worksheet 13: Repeating Yourself

Students are to read the situations and discuss whether or not the conversation should be repeated to a new audience.

*Answer Key:*

1. annoying; 2. OK—requested to repeat story; 3. annoying—led to teasing; 4. annoying—too much detail; 5. OK— requested information

### Worksheet 14: Bodily Noises

Students are to indicate the person who shows the better way to handle the bodily noise in each situation.

*Answer Key:*

1 and 3, person on right; 2 and 4, person on left

### Worksheet 15: Being Bossy

Students are to put a check mark next to each bossy statement.

*Answer Key:*

1, 4, 5, 7

## Worksheet 11

### Invading Personal Space

Which of these individuals is showing annoying behavior by invading someone's personal space?

1.

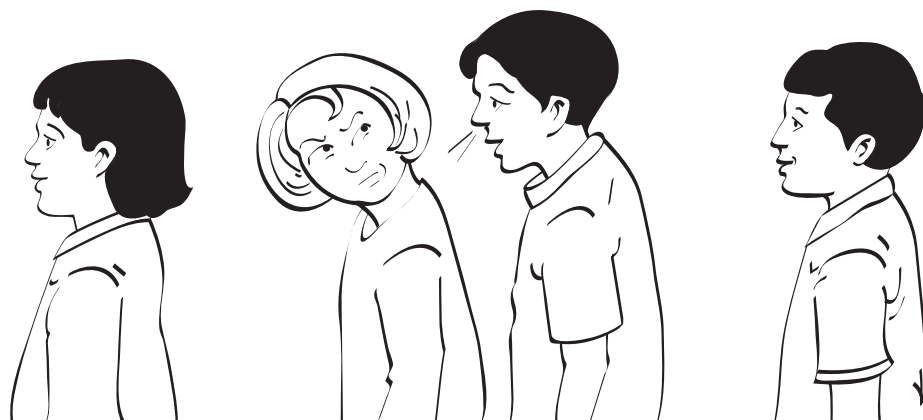


2.



## Invading Personal Space (continued)

3.

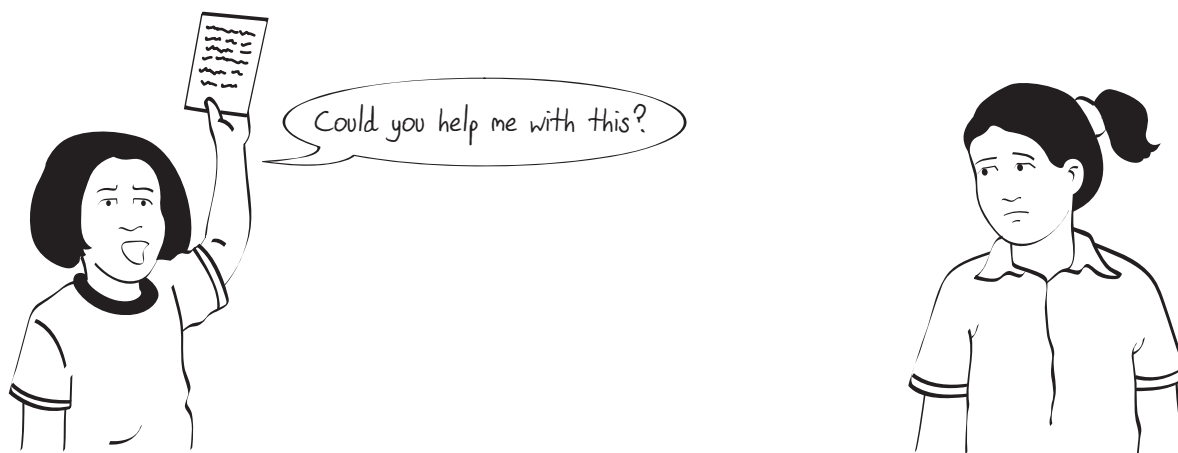


4.



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5.





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

## Worksheet 12

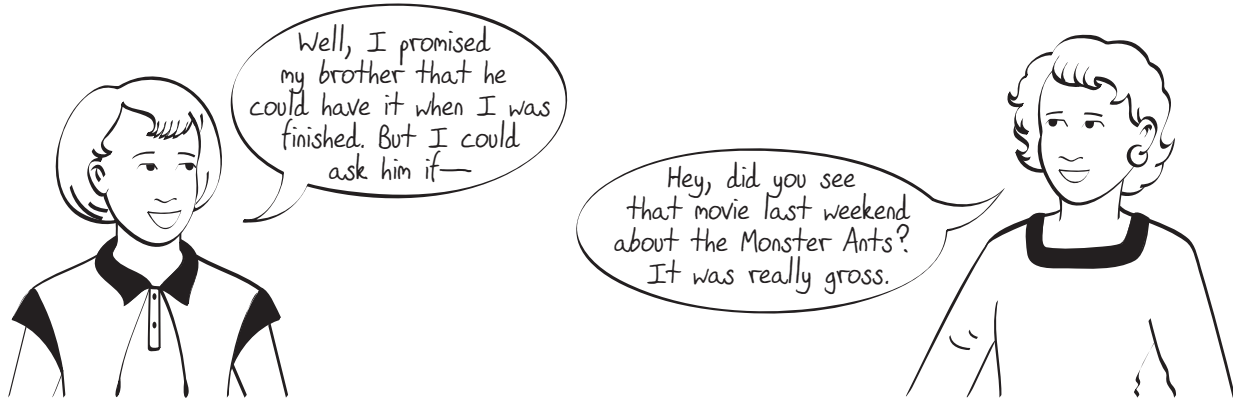
### Interrupting

How many times does Amanda interrupt this conversation with Marie?

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## Interrupting (continued)

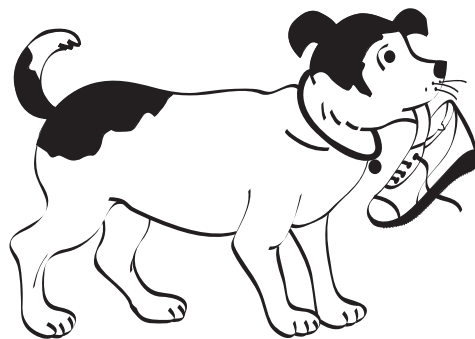


## Worksheet 13

### Repeating Yourself

Which situations below would be OK for repeating a story? Which would be annoying? Why?

1. Alfonzo told about how his dog got out of the yard and dragged home someone's shoe. Pete came into the room, and Alfonzo told the story again. A few minutes later, Jeff came into the room, and Alfonzo told the story a third time.
2. Mary had a joke about blondes that was really funny. She told the joke to Chantelle, who thought it was great and said that Jennifer would think it was funny too. When Jennifer came, Mary told the joke to Jennifer. Later, when Brienna came over, Mary told Brienna the joke too. Everyone thought it was really funny.
3. At breakfast, Pedro accidentally drank some spoiled milk and had to spit it out. His brother, Ricky, thought it was funny, so he told Pedro's friends at school what happened. Later in the day, he told Pedro's teacher what happened. Finally, he told everyone on the bus about Pedro and the milk. Now the kids are teasing Pedro about what he eats.
4. Kay won a poetry contest and won \$100. She told her best friend Karla about it, and Karla was happy for her. The next day, she told Karla every single detail about what her poem was about. Later that day, she reminded Karla that she had \$100 because of her poem. Karla didn't seem so happy anymore.
5. Steven saw a car accident on the way to work. His boss wanted to know what had happened. Later, some friends came up to him and asked what he had seen. By the end of the day, Steven had told the story about ten times to everyone who was interested.



## Worksheet 14

### Bodily Noises

Circle the more appropriate ways to handle bodily noises.

1.



2.



3.



4.



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

## Worksheet 15

### Being Bossy

Some of these statements are bossy, rather than helpful. Put a check mark by the bossy statements.

\_\_\_\_\_ 1. Hand me those papers. Hurry up.

\_\_\_\_\_ 2. We're going to color the map red.

\_\_\_\_\_ 3. Do you have any other ideas for this project?

\_\_\_\_\_ 4. Go get my books.

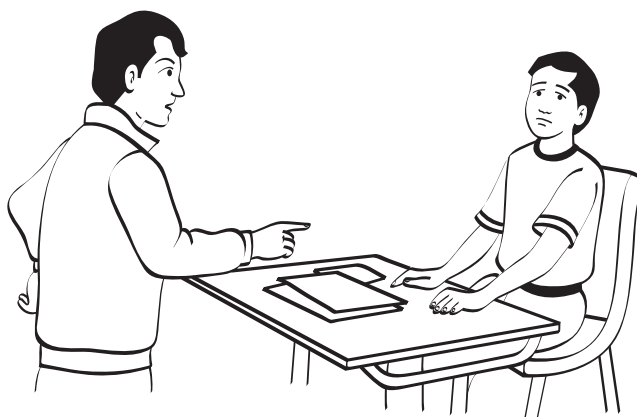
\_\_\_\_\_ 5. What were you thinking? This poem is terrible. You don't know how to write a poem, obviously.

\_\_\_\_\_ 6. I like the way you used pictures in your report.

\_\_\_\_\_ 7. Angela, you and Teresa did your report all wrong. You aren't going to get a very good grade on it.

\_\_\_\_\_ 8. I have an idea. What do you think about taking turns reading the play?

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# Skill 4: Having a Pleasant Voice and Breath

## INSTRUCTOR PAGES

**Rationale:** Another way that we form opinions about others is based on what they say and how they say it. This includes elements of voice volume, tone, and the appropriateness of what is said. Related to this is a habit (annoying) of not knowing when to turn your voice off and speaking closely to someone when your breath is not pleasant.

## Worksheet 16: Voice Volume

Students are to describe the problem with the volume of the speakers in each situation on the worksheet.

*Answer Key:*

1. Girl is speaking too softly; the server can't hear her.
2. The boy is screaming in the personal space of the person next to him.
3. The person is interrupting the woman who is trying to videotape her child.

## Worksheet 17: Voice Tone

Students are to read the partial conversations between two people and determine how the message was perceived, based on the tone of the person indicated by an asterisk (\*).

*Answer Key:*

1. a; the \* person sounds as though he is bothered by the request
2. a; the \* person is being sarcastic
3. b; the \* person sounds annoyed and angry

## Worksheet 18: Using Appropriate Language

Students are to pick out the examples of inappropriate language.

*Answer Key:*

1. Inappropriate; not considerate of the little sister.
2. Inappropriate; swearing at school could get her in trouble.
3. Appropriate; Diego made his request politely.
4. Could be appropriate depending on her tone. If she is teasing, it is OK; if she is being a smart aleck, it could just escalate the situation.
5. Inappropriate; probably not the clerk's fault.
6. Appropriate; they are at a sporting event.

## Worksheet 19: Just Answer the Question!

The voices in these examples need to stop talking! Students are to underline the sentence in each conversation that actually answers the question.

*Answer Key:*

1. "You'll have to turn around and go straight for two miles."
2. "I didn't have time to watch the news."
3. "Here's the \$5."
4. "Huge."

## Worksheet 20: Bad Breath

Students are to put a check mark in front of the situations on the worksheet that would probably cause bad breath.

*Answer Key:*

- 1, 2, 5, 7, 9, 10

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

## Worksheet 16

### Voice Volume

What is the problem with the volume of the speakers in each situation below?

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



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



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



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## Worksheet 17

### Voice Tone

What message is conveyed by the words and tone of each of these people with an asterisk (\*) by them? Pick a or b.

1.



- \_\_\_\_ a. You are bothering me.  
 \_\_\_\_ b. I like to be helpful.

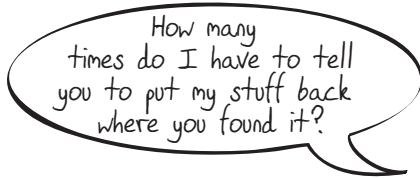
2.



- \_\_\_\_ a. You didn't do that great of a job.  
 \_\_\_\_ b. You are really smart.

## Voice Tone (continued)

3.



\*



\_\_\_\_\_ a. I am concerned about your memory.

\_\_\_\_\_ b. I am angry at you.

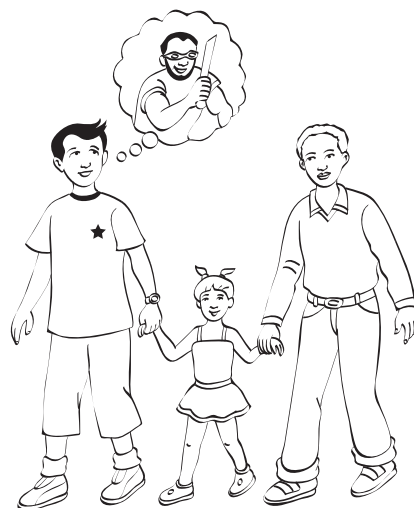
## Worksheet 18

### Using Appropriate Language

Read the comments and decide which ones are appropriate and which are not. Explain why.

1. Robbie and his friend were taking Robbie's little sister to the park. Robbie wanted to talk about the R-rated movie and know all about what happened in the movie.
2. Sarah got a C- on a test at school and started swearing.
3. Diego and his brother were ordering a pizza at the counter. Diego remembered that he had some coupons from another pizza place and asked the clerk politely if they would be accepted at this restaurant.
4. Juanita had to serve a detention after school for too many tardies to class. She told her friend to wait for her after she got out of prison.
5. David was impatient waiting for the clerk at the drug store to get his prescription. He asked the clerk to please hurry up because he was tired of waiting.
6. Steve and Ramon were cheering for their friends playing a soccer game. They were yelling for them to run faster and score some goals.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



## Worksheet 19

### Just Answer the Question!

Each of these people has been asked a question, but he or she went way beyond answering the question by giving opinions, getting off-topic, and continuing to talk beyond what the person who asked the question wants to know. Underline the ONE SENTENCE in each conversation that answers the original question.

1.



2.



## Just Answer the Question! (continued)

3.



4.



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

## Worksheet 20

### Bad Breath

Which of these situations would most likely cause bad breath?

- \_\_\_\_\_ 1. Not brushing your teeth for three days
- \_\_\_\_\_ 2. Eating garlic
- \_\_\_\_\_ 3. Rinsing your mouth with mouthwash
- \_\_\_\_\_ 4. Chewing on some gum
- \_\_\_\_\_ 5. Smoking
- \_\_\_\_\_ 6. Brushing your teeth
- \_\_\_\_\_ 7. Eating a salad with blue cheese dressing
- \_\_\_\_\_ 8. Sucking on a breath mint
- \_\_\_\_\_ 9. Taking your retainer out
- \_\_\_\_\_ 10. Dipping chips in hot sauce and then chewing on them



# Skill 5: Being a Good Listener

## INSTRUCTOR PAGES

**Rationale:** Being able to listen to others is probably one of the most important social skills that an individual can acquire. It is through this mode that we learn a lot about the people we are dealing with, as well as obtain information we might find necessary. It is not always easy—in fact, it is often quite difficult!—to be quiet, to really listen to someone. But this is a skill well worth developing!

## Worksheet 21: Identifying a Good Listener

Students are to read the skit and answer discussion questions at the end.

*Answer Key:*

1. Alice.
2. She responded to what Christine said, asked questions, gave Christine opportunities to continue to talk.
3. Ignored her comments, changed the subject, left the scene.
4. Problems about her sister and grandmother.
5. Let her get her feelings out, maybe do some problem solving about the car.

## Worksheet 22: How to Be a Good Listener

Students are to match the tip on the left column with the example of how to be a good listener from the right column.

*Answer Key:*

1. c; 2. e; 3. a; 4. f; 5. c; 6. d

## Worksheet 23: Important Listening Situations

Students are to read each example and write a listening tip for each.

*Answer Key (answers may vary):*

1. Students can benefit from learning the shortcut; student should use eye contact, ask questions, give full attention.
2. Students can avoid making mistakes (perhaps costly), wasting time to have directions repeated; student should pay attention to instructions, use eye contact, ask questions.
3. Student needs to know any special needs that this situation may involve; student should ask questions, perhaps write down instructions.
4. Student should take care of the dog's problem before it gets worse; student should ask questions, pay attention to instructions.
5. Student is directly responsible for carrying out the play; student should use eye contact, pay close attention to the situation, not interrupt.
6. Student's advice is being asked for; student should listen to details about the car, give full attention to situation.

## Worksheet 24: What Problems Do You See?

Students are to read each example and list a reason why the person is a poor listener and one way he or she could improve this skill in this situation.

*Answer Key (answers may vary):*

1. Listener is thinking about something else—won't get the list right; should give full attention to mother.
2. Listener is not giving eye contact to the teacher—won't get full benefit of the demonstration; should look carefully and listen attentively.
3. Listener is preoccupied with another task—won't realize what time to be home; should give dad eye contact and ask questions to clarify situation if necessary.
4. Listener did not pay attention to directions—probably got lost; should have asked questions, written instructions down, repeated instructions.
5. Listener is excited about car and not listening to warning; should give full attention to friend explaining about the car.
6. Listener is not using eye contact or hearing a thing her friend is saying; should give full attention to friend, make comments, ask questions.

## Worksheet 25: Skit Revisited: Identifying the Listening Skills

Students are to read the skit and identify examples of listening skills or techniques.

*Answer Key:*

Using eye contact, making sympathetic comments, asking questions about the situation, not letting Beth interrupt, giving full attention to Christine's comments



## Worksheet 21

### Identifying a Good Listener

#### Skit 1

*Characters:* Alice, Beth, and Christine—three friends

*Setting:* Walking down the hallway at school

*Task:* Identify the good listener



ALICE: Hey, Christine, what's up?

BETH: Yeah, we haven't seen you around for a while. Where are you hiding out?

CHRISTINE (*sadly*): Oh, well, you know I've been having some trouble with my sister. We have to share a room since my old, sick grandmother came to live with us. I lost my private bedroom—not that it was all that great anyway. But now I have to look at my sister all the time.

ALICE (*sympathetically*): Hey, that sounds like a real drag.

CHRISTINE: It is; in fact—

BETH: I can't stand my sister. I'll be so glad when she's off to college and I get the whole closet and her CAR! (*starts to cheer*)

ALICE (*concerned*): Is your grandmother pretty sick?

CHRISTINE: Yeah, she had a heart attack and was in the hospital.

BETH: My dad's always saying that he's going to have a heart attack one of these days if he doesn't quit smoking. (*pauses*) Do either of you have a cigarette?

ALICE: Beth! I thought you quit! (*turns back to Christine*) Will you be going to the game with us on Friday?

CHRISTINE: I'd like to, but it depends on if my dear sister needs the car.

BETH (*suddenly interested*): So you might not be able to drive?

CHRISTINE: Well, I don't know . . . my grandmother is—

BETH: Oh look! There's Paulina! Let's see what she's up to! Come on! (*takes Alice by the arm and pulls her away*)

**Discussion Questions:**

1. Who was the good listener?
2. Why?
3. How could you tell that Beth wasn't interested in listening to Christine?
4. What was on Christine's mind?
5. How could Alice's listening have helped Christine?

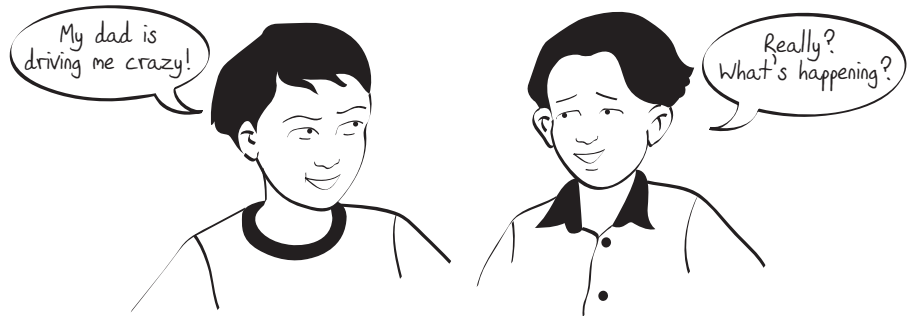
## Worksheet 22

### How to Be a Good Listener

Match the technique or tip on the left with an example on the right that shows a way to be a good listener.

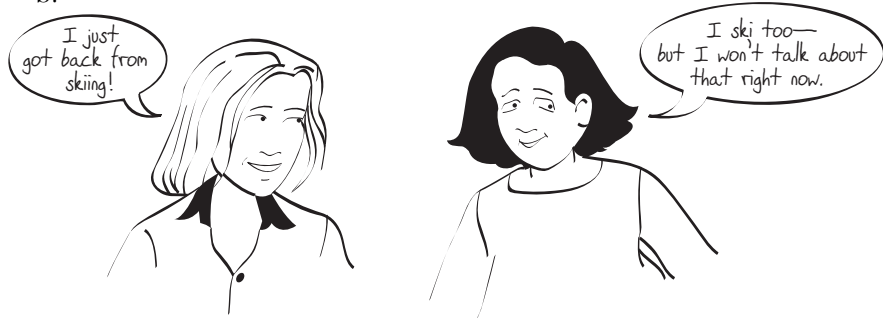
\_\_\_\_\_ 1. Use eye contact.

a.



\_\_\_\_\_ 2. Make comments about the conversation.

b.



\_\_\_\_\_ 3. Ask questions.

c.



## How to Be a Good Listener (continued)

- \_\_\_\_ 4. Repeat words that the speaker was using.

d.



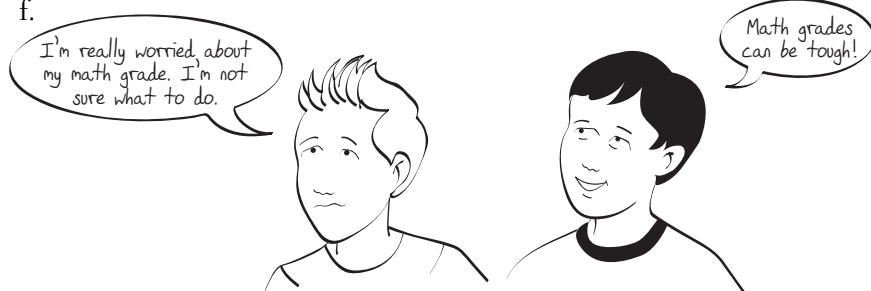
- \_\_\_\_ 5. Don't interrupt.

e.



- \_\_\_\_ 6. Give your full attention to the speaker.

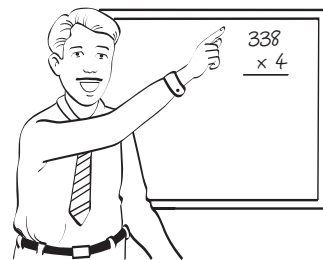
f.



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

## Worksheet 23

### Important Listening Situations



Why is it important to be a good listener in the following situations? What tips or techniques could help you be a good listener?

1. The teacher is explaining a shortcut to solving some multiplication problems.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

2. Your boss is demonstrating how to operate a new machine for frying french fries.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

3. Your neighbor is going on vacation to Florida for two weeks and wants you to take care of his horses and chickens.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

4. Spot has fleas! Your veterinarian is recommending a new product that will take care of the problem if you follow the directions carefully.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

5. The football coach wants the ball thrown to *you* sometime during the game. The quarterback will call a special number that lets you know it's that play.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

6. Your best friend is thinking about buying an old car that seems to be running pretty well, but he's not sure it's worth very much. He wants to know what you think.

Why important \_\_\_\_\_

Listening tips \_\_\_\_\_

## Worksheet 24

### What Problems Do You See?

Why is the listener in each situation not doing a very good job? How could he or she improve the listening skill?

1.



2.



3.

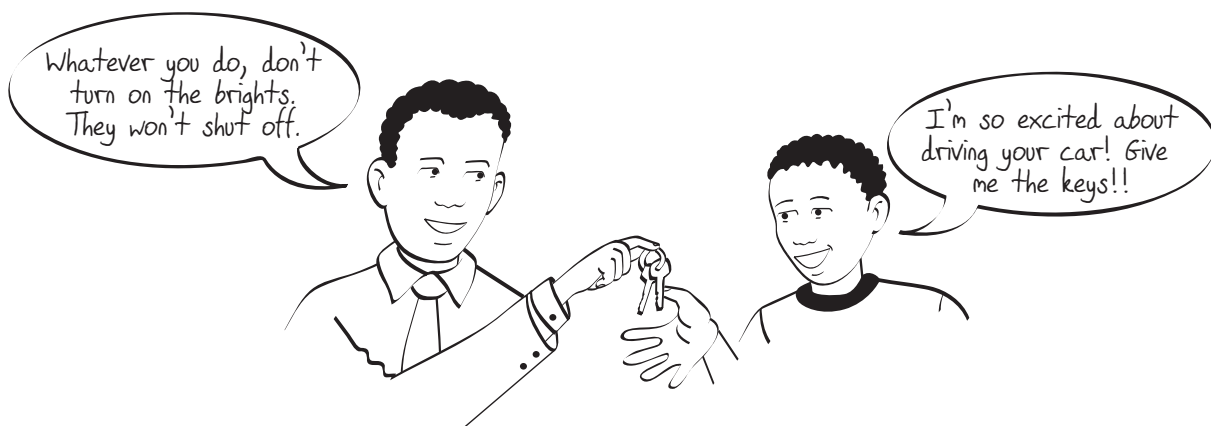


## What Problems Do You See? (continued)

4.



5.



6.



## Worksheet 25

### Skit Revisited: Identifying the Listening Skills

#### Skit 2

*Characters:* Alice, Beth, Christine

*Setting:* School lunchroom

*Task:* Identify specific listening techniques



ALICE: Hey, Christine, how're you doing?  
May I sit with you?

CHRISTINE: Oh sure. Have a seat. Want a banana?

ALICE (*laughing*): No, thanks. Hey, you look kind of down. Everything OK?

CHRISTINE: Well . . . not really. It's just family stuff.

ALICE: I know family problems can really be tough. My parents went through a really bad time last year. It was rough.

CHRISTINE: Well, it's not my parents . . . (*waiting*)

ALICE: I remember you talking about your sister being a pain. Is that going any better?

CHRISTINE: Oh, I forgot I told you about her. Actually, she is the problem. We are unfortunate, unhappy roommates now that my grandmother is living with us.

ALICE: Is this a temporary situation?

CHRISTINE: Well, I guess my grandmother could die! (*laughs*) Oh, I don't really mean that. She's pretty sick.

BETH: Hi, guys! Wanna go with me to the gym? Hey—what's going on?

ALICE: Oh, we're having a discussion about families, I guess. Why don't we join up with you later? Is that okay with you, Christine?

CHRISTINE (*surprised*): Sure.

(*Beth leaves*)

CHRISTINE: It's not that I don't like my family . . .



ALICE: I know. All families have to readjust to things. It's too bad you have to share a room. Do you have to share your closet too?

*(fading)*

CHRISTINE: And the bathroom!! And our towels!!! And the phone!!!

What listening skills or techniques did you identify?

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# Skill 6: Sharpening My Communication Skills

## INSTRUCTOR PAGES

**Rationale:** It is important to tell others how we feel about things that are important to us. Silence gives a message, but it doesn't give much meaning. Messages of anger or defiance may express how someone feels, but are not productive. By helping students learn what communication is and how to appropriately express what they feel and think, we can help them more effectively give and receive messages to others.

## Worksheet 26: What Is Communication?

Students are to read the paragraphs about communication and complete sentences summarizing the content.

*Answer Key:*

1. giving, receiving;
2. think, ideas, feel;
3. expressions;
4. messages;
5. spoken, no

## Worksheet 27: Communication Through Behavior

Students are to read the situations and decide what message is being communicated.

*Answer Key:*

1. Laurie knows (or thinks she knows) the answers to the math problems.
2. Tom is bored at the game.
3. Karla is really interested in painting.
4. Jeff does not like the cat around him.
5. Darla enjoys eating.
6. Susan's younger sister wants to imitate her.
7. Tom is frustrated with not being able to fix his motorcycle.
8. Benjamin enjoys spending time with Tony.

## Worksheet 28: Communication Through Expressions

Students are to match the message with the facial expression drawn on the worksheet.

*Answer Key:*

1. f;
2. b;
3. c;
4. d;
5. e;
6. a

## Worksheet 29: Messages

Students are to read through comments that are given by characters on the worksheet and to decide what the message is.

*Answer Key:*

1. I'm proud of what a great athlete I am.
2. I say I don't like cheaters, but I'm going to cheat anyway.

3. I am an animal rights activist and pleased to tell you so.
4. It's really important to me that you win this game.
5. I know you are capable of better work.
6. I'm not interested in drugs.

### **Worksheet 30: Practice Your Communication Skills**

Students are to work on some skits or role playing to demonstrate how to communicate a message to various people.

## Worksheet 26

### What Is Communication?

Communication involves giving and receiving a message. This message might be your thoughts about something (that you think Gino's Pizza is too expensive for what you get), your ideas (you come up with a great way to decorate the school hallway for homecoming), or your feelings (how angry you get when your brother teases you about your voice).

You might be giving a message to someone even if you aren't doing it intentionally. If you forgot to take the trash out (like your father asked you to a hundred times already!) and the dog decided to make a buffet of the garbage all over the kitchen, your dad might have an expression on his face that would say a lot—without saying a word. A slamming door, a thrown book, a wave, a smile, a whistle—these are all messages!

Let's say that Amy is interested in getting to know Jamal. She might walk up to him and say, "Hello, Jamal, how's it going?" She might simply smile at him and hope he gets the message. Or Jamal might find a little scented note in his locker with an invitation to a party for everyone at her house on the weekend. All of these are ways of communicating her message: I'm interested in you! It could be spoken words, written words, or no words at all.

You are giving messages to other people all the time. And if you look . . . you will see that people are communicating messages to you as well!



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#### What is communication?

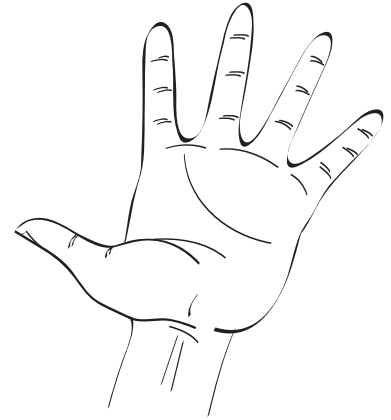
1. Communication involves \_\_\_\_\_ and \_\_\_\_\_ messages.
2. These messages might be about what you \_\_\_\_\_, your \_\_\_\_\_ about something, or how you \_\_\_\_\_ about something.
3. People can communicate with each other by \_\_\_\_\_ on their faces.
4. People's behavior can also give \_\_\_\_\_ to other people.
5. Communication can be through \_\_\_\_\_ words, written words, or even \_\_\_\_\_ words at all.

## Worksheet 27

### Communication Through Behavior

What message is being communicated by the following behaviors?

1. Laurie raises her hand in class whenever the math teacher asks who knows how to solve a problem.
2. Tom is yawning and stretching at a basketball game.
3. Karla is late coming home from the library because she found some books on painting and lost track of time paging through them. She checked them out and headed straight for her bedroom to spend more time looking at them.
4. Jeff keeps pushing the cat away whenever it tries to sit on his lap.
5. Darla fills up her plate for the fourth time at the all-you-can-eat buffet with her friends.
6. Whatever kind of clothes Susan buys, her younger sister buys also.
7. Tim tried fixing a broken part on his motorcycle for a few hours, then threw his wrench on the garage floor and began to swear.
8. Benjamin always invites Tony to go snowmobiling with him and his family on winter weekends.



## Worksheet 28

### Communication Through Expressions

Match the possible message that is communicated through the expressions drawn below. Write your answer on the line next to each expression.

- a. I don't like your smoking in my face.
- b. I'm really angry that I got a D on my research paper.
- c. This movie is so sad—I can't bear it!
- d. Algebra is just beyond me. I'm so confused.
- e. If I pretend I don't see him, maybe he'll go away.
- f. I'm a friendly person—come on and talk to me!

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

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

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



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

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

6. \_\_\_\_\_



## Worksheet 29

### Messages

What is the heart of the message that each person below is communicating?

1.



Look at all these trophies I got from gymnastics! I was the top gymnast on the team last year. I've got a floor routine that's fabulous. Excuse me while I shine them again.

2.



I can't stand people who cheat. Hey, what did you get for number 4? Tell me all of the steps; I don't have time to do it. Do you have the history worksheet done? Can you make me a copy?

3.



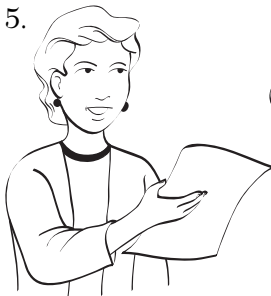
The next time I see a person wearing a real fur coat, I'm going to tackle them and ask how they would feel if someone shot them and pulled their skin off!

4.

It doesn't matter who wins or loses—you have to do your best out there. But if you don't win, don't bother coming home tonight!



5.



I'm sorry. I'm returning this paper to you. You made a lot of mistakes on it that I know you can fix. I want you to get a better grade—please redo this.

6.



I'm not really interested in drinking. I've got other things to do with my time...and my life. Don't bother asking me again.

## Worksheet 30

### Practice Your Communication Skills

Get a partner (or two). Select a situation below (or create your own) and work out a role play to practice communicating. What is your message to communicate? How will you communicate it?

#### Situations:

1. You get a low grade on a research paper from your science teacher. You think you followed all the instructions, and you know you put a lot of time into the project. You don't understand why you got this grade and certainly don't think you deserve it. What will you tell your teacher?
2. Your best friend invites you to go canoeing over the weekend. At the last minute, the friend calls and cancels—telling you vaguely that “something came up.” You found out that the friend did go canoeing—but with other friends. What will you say to your friend?
3. Your parents invite the daughter of a new neighbor over and insist that you take her out with your group of friends to a party you've been planning to go to. You aren't thrilled with the idea, especially after you see her! You don't think she's going to add to your image as a popular, trendsetting person! What will you do?
4. You hear that someone has been telling everybody that you were drunk last weekend and threw up in your friend's car. This is totally untrue, but your friend won't stick up for you and deny it because he might get in trouble for taking his dad's car without permission. Your parents hear about this and want to know what's going on. How will you handle this?
5. Some older kids have been teasing your little brother—stopping him on the streets, chasing him, and really trying to scare him. You have decided to “discuss” this with these kids to get them to stop and leave him alone. What's your approach?
6. Aunt Sadie gives you the ugliest sweater in the universe for your birthday. She wants to know how you like it and hopes that you'll wear it on Sunday. She'll look for you at Sunday dinner! What will we see you wearing on Sunday?





# Skill 7: Sizing Up My Reputation

## INSTRUCTOR PAGES

**Rationale:** Having a good reputation is one of the most important—and valuable—things a person can possess. It is helpful to know what one’s reputation is, to think about what qualities are valued, and to make positive efforts toward achieving a good reputation.

### Worksheet 31: What Others Say About You

Students are given the opportunity to consider the opinions about Ted, a character with definite qualities. Students should be prepared to discuss Ted’s reputation based on the clues given by various characters on the worksheet.

*Answer Key:*

1. A very good reputation; from all sources
2. No—too many people seem to vouch for his honesty and other characteristics
3. They seem to—Ted must be consistent in his living and conversation
4. Probably

### Worksheet 32: Developing a Reputation

This worksheet contains a list of some of the ways people develop a reputation. Students are to discuss how each of them can contribute to developing someone’s reputation.

*Answer Key (answers may vary):*

1. People might assume you are similar in many ways to the people you hang around with.
2. Your activities give clues as to what you are interested in.
3. The words you say reflect what you’re thinking about.
4. If you appear pleasant, people might assume you are!
5. If you’re unkind to others, you may get a reputation as being self-centered or unthoughtful.
6. Outgoing people might be perceived as friendlier or more desirable to know than quiet people.

### Worksheet 33: Misjudging Others

Students are to discuss reputations that might be misleading or how a person might be misjudged.

*Answer Key (answers may vary):*

1. Many quiet people might be misjudged as being snobs when they are really just shy.
2. This boy doesn’t really know Mark at all; he’s making judgments based on hearsay.
3. This person thinks the girl is a poor student simply because she’s poor.
4. This girl hasn’t invested any time in learning about Charlie, who actually has some fantastic creative abilities.

### **Worksheet 34: What Kind of Reputation Do You Want?**

This page contains adjectives that may or may not describe each student. Students are to circle those they wish others would use when talking about their reputation.

*Answers will vary*

### **Worksheet 35: Changing Your Reputation**

Changing one's reputation is a difficult process, but it can happen. On this worksheet, students are to think of ways a reputation can be changed.

*Answer Key (answers may vary):*

1. Start joining other activities.
2. Resolve to say only positive things about others.
3. Volunteer to tutor kids after school.
4. Be the first to donate to the fund to help feed hungry children; better yet, start the fund.
5. Practice a few general opening lines.
6. Put forth extra effort to be trustworthy around your parents.

## Worksheet 31

### What Others Say About You

Meet Ted. Here is what others have to say about Ted. Think about what kind of reputation he has. Be prepared to discuss your opinion.

**Ted's girlfriend, Marie:** Ted has the best sense of humor of anyone I know. I think that's what I enjoy most about him—the way he can take an ordinary situation and see what is funny about it.

**Ted's best friend, Andre:** If you're on a team, you want to be on Ted's side, that's for sure! He plays so seriously—there's no goofing around if you're playing with him. But he wants everyone to play fair. No cheating!



**Ted's boss:** Ted has worked here at the gas station for about six months now. He works part-time during school and full-time in the summer. Ted will give you your money's worth—he never cheats on his time card, and he is always willing to work overtime. He's one of the few employees who I don't have to constantly supervise to make sure he's working.

**Ted's teacher:** I am so proud of Ted. Chemistry is not always easy, but Ted gives his best. He might not get A's and B's on everything, but I know that what he turns in is his own work. He's not afraid to ask questions if he doesn't understand something, either. When something is due, he turns it in on time. I really appreciate that!

**Ted's father:** Ted takes on a lot of responsibility around the house, I guess since he is the oldest and his mother and I both work a lot of extra hours. He often has to look after his younger brother and sister, and that means driving them to their activities sometimes when he would probably rather be doing something else.

1. What kind of reputation does Ted have?
2. If someone else told you that Ted was a liar and a cheater, would you tend to believe that person? Why or why not?
3. Do you think all these people who know Ted have the same impression of him? Why?
4. Is Ted someone you would like to know?

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

## Worksheet 32

### Developing a Reputation

How do the following people or situations help you develop a reputation?

1. Who you hang around with \_\_\_\_\_

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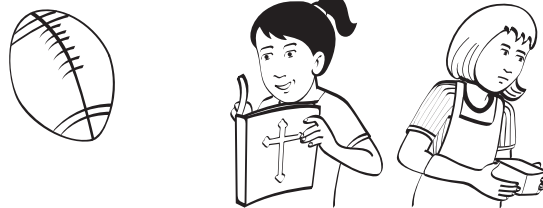
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2. The activities you participate in \_\_\_\_\_

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3. What you talk about \_\_\_\_\_

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4. How you appear to others \_\_\_\_\_

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5. How you treat other people \_\_\_\_\_

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6. Your personality \_\_\_\_\_

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## Worksheet 33

### Misjudging Others

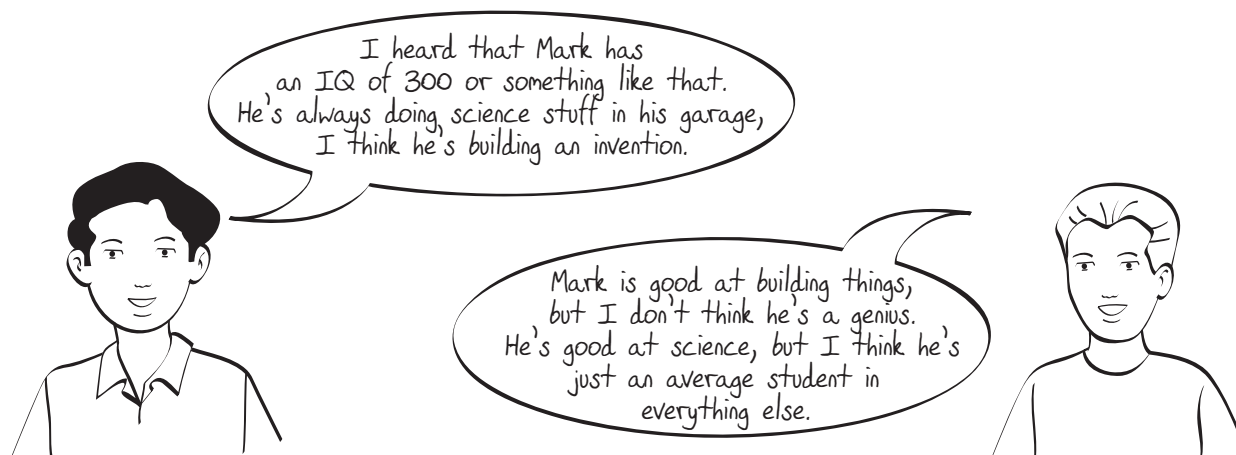
Before you form an opinion about someone, you might want to make sure you're being objective and aren't just seeing what you want to see. How did each character change a misjudged opinion in the following situations?

#### The Snob



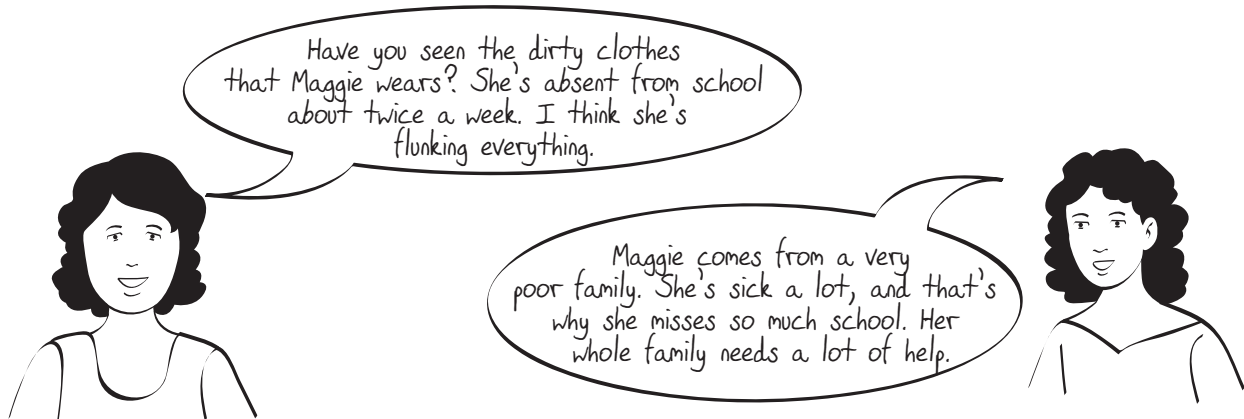
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#### The Genius

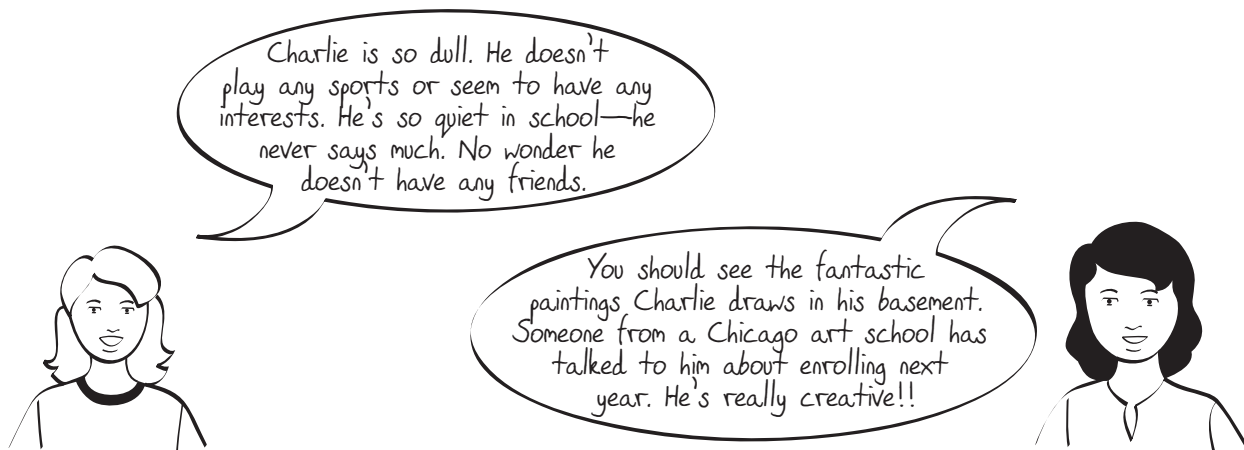


## Misjudging Others (continued)

### The Dummy



### The Bore



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

## Worksheet 34

### What Kind of Reputation Do You Want?

Think about what you wish people would say about you or think of you. Circle some of the words below that you wish would describe your reputation. You may add to the list!

Kind	Thoughtful	Outgoing	Greedy
Truthful	Loyal	Fun	Happy
Hard working	Creative	Easy to fool	Athletic
Fair	Careful	Good cook	Gets good grades
Class clown	Easily bored	Quiet	Life of the party
Easily amused	Lots of interests	Good listener	Smart
Shares	Thinks of others	Finishes things	Clever

**Other words that describe me:**

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Worksheet 35

### Changing Your Reputation

Let's say you wanted to change your reputation. What are some things you could do?



1. You have a reputation as being a bookworm. You really want people to know that you have a lot of interests besides books, such as sports and acting.  
\_\_\_\_\_
2. You hate it, but you must admit—you're a gossip. Whenever you hear something interesting but negative about someone, you can't wait to tell everyone else. And everyone comes to you for information, knowing that you know and you'll tell. But you've had enough. You've decided to quit being a gossip.  
\_\_\_\_\_
3. You're a wonderful basketball player, but people assume that because you're a good athlete you're not very smart. Actually, you're a decent student, but people seem to overlook that.  
\_\_\_\_\_
4. Your parents have taught you to be careful with your money. You are, but perhaps it's a little extreme. You find yourself pulling out a calculator all the time, making sure you don't pay more than your fair share, ever. Your friends are getting annoyed, and you want to rethink being so tight with your money.  
\_\_\_\_\_
5. You're so shy it hurts! You really envy people who can walk into a room full of strangers and start talking comfortably. You want to become a better conversationalist.  
\_\_\_\_\_
6. You're one of the POPULAR kids! Lucky you! But you've heard that because the popular kids you hang around with have gotten into some minor trouble with the police, your name is brought up, too. Your parents are starting to ask you a lot of questions and always want to know where you are going and who you're with—as if they don't trust you anymore.  
\_\_\_\_\_

