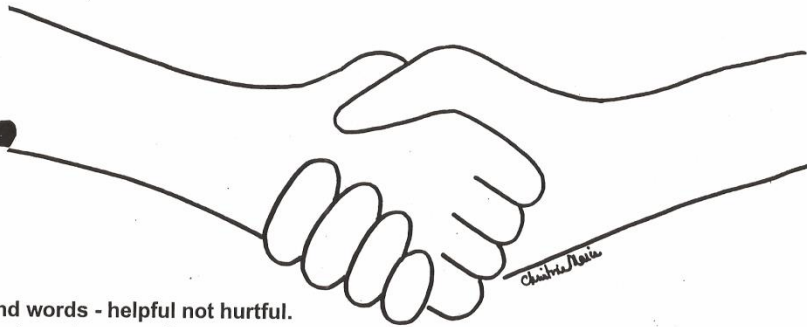


# A REVIEW OF FACTS AND TIPS FOR EXHIBITING SOCIAL SKILLS

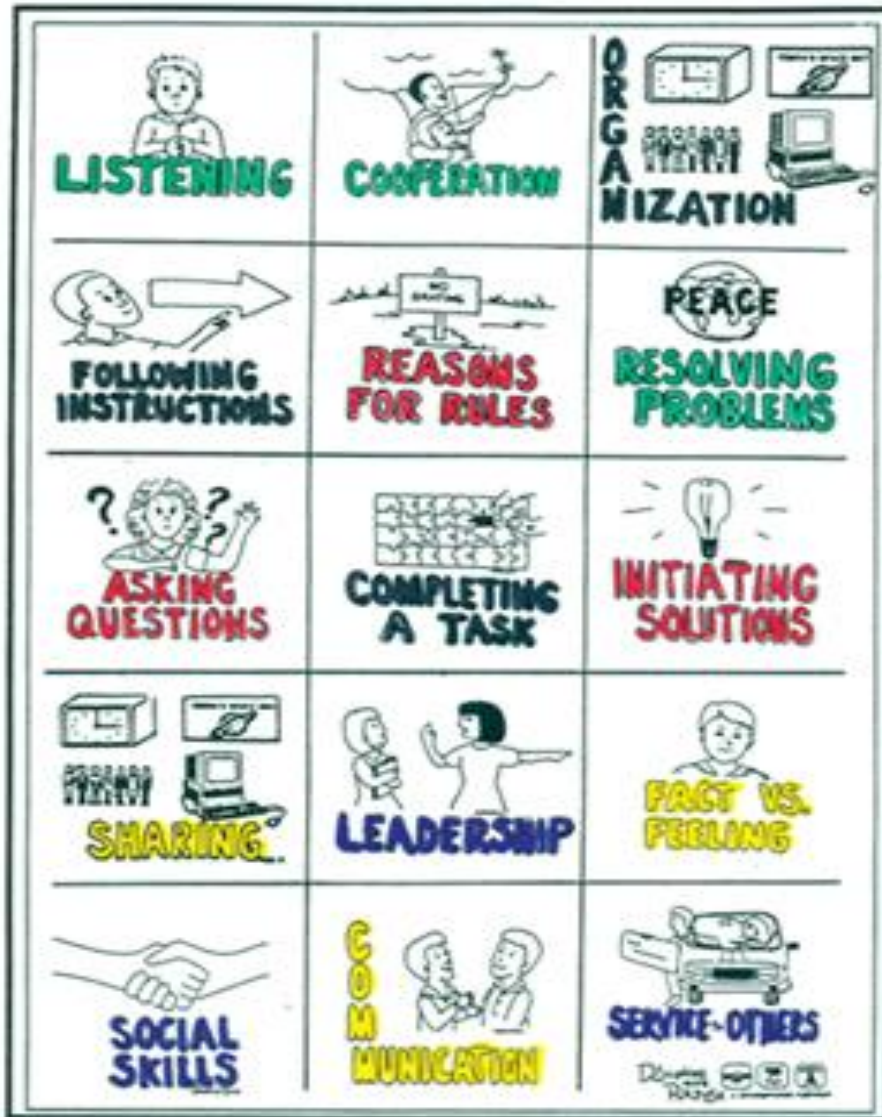
5.



Use kind words - helpful not hurtful.  
Give and receive compliments.  
Use greeting and leaving skills.  
Dress appropriately.  
Attend to personal hygiene.  
Welcome visitors and newcomers.  
Use table manners.

## SOCIAL SKILLS

# Teaching Self-discipline: 15 Essential Skills



**Exhibiting Social Skills is related to the Leadership Skill and being of Service to Others.**

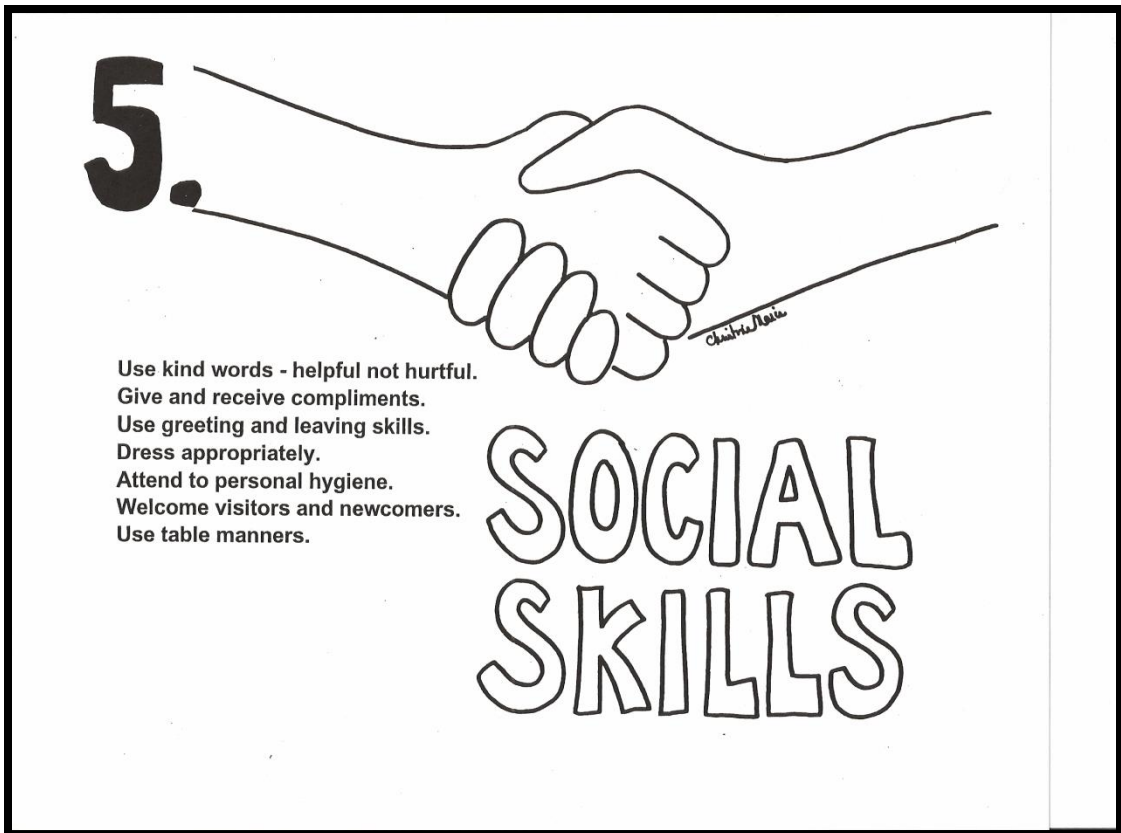
# The skill of Exhibiting Social Skills is taught to:

- a) Develop a civilized culture both in and out of the school setting.
- b) Help students feel comfortable in diverse social settings.
- c) Foster acceptance of diversity and inclusion.
- d) Eliminate hostile/uncomfortable learning environments.
- e) Give students information about cyberbullying, hazing, harassment, and physical and verbal bullying.

# FACTS ABOUT SOCIAL SKILLS

- Last of the five **Basic Skills**.
- **Social skills are the rules that exist to help people relate to one another in a positive manner.**
- **Social skills are used to develop a civilized culture.**
- **Using social skills can foster acceptance of diversity and inclusion of all students.**
- **To practice this skill children have to notice people and think about ways to make others feel comfortable and at ease.**

# Skill Illustration



***Gesture for the skill:***

***Shake hands***



# Skill # 5 Exhibiting Social Skills

## Social Skills include:

- Using greeting and leaving skills
- Making introductions
- Using polite words
- Moderating voice tone
- Giving and receiving compliments
- Table etiquette
- Phone and computer etiquette
- Dressing appropriately
- Attending to personal hygiene
- Refraining from bullying
- Treating others with respect



# EXCUSE ME AND THANK YOU

## 3 times to say “Thank you”

1. When someone gives you something.
2. When someone does something for you.
3. When someone compliments you.

**‘THANK YOU’ CARD**

for \_\_\_\_\_

**Make an X on a line each time you  
hear someone say “Thank you”, or  
you say these words.**

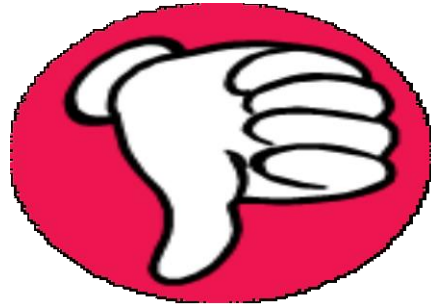
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## 3 times to say, “Excuse Me”

1. When you need to interrupt.
2. When you need someone to move out of the way.
3. When you make an impolite sound.

*\* Impolite sound: One that could be offensive to another person.*

# Thumbs Up or Thumbs Down on Social skills.



1. A girl thinks no one is looking so she takes a pen off the top of a desk that does not belong to her.
2. A student sees the Principal on their way into school in the morning and says “Good morning.”
3. A boy takes his napkin out of his lunch bag and puts it on his lap before eating.
4. A girl talks to the person on her right and her left and in front of her when she is seated at the lunch table.
5. Julie wants to talk to her teacher but her teacher is talking to another adult. Julie runs up to the teacher and says, “Excuse Me.”
6. A young child crawls around under the table when eating at a restaurant.
7. Joey finished eating and he just couldn’t help burping. As soon as the noise was out of his mouth, Joey said, “Excuse me” and then started giggling.

# Making Introductions

- INDIA** — Woman join the palms of their hands to say,  
“**Namaste.**” **They do not shake hands as men do.**
- SOVIET UNION** — A warm embrace and sometimes a  
kiss on each side of the cheek.
- ESKIMOS** — To show affection among themselves they rub  
noses.
- SPAIN OR MEXICO** — People shake hands and ask,  
“**Como esta?**” — How are you?
- JAPAN** — Persons might exchange name cards and tell about  
their work at a first meeting.

## INTRODUCTIONS IN THE U.S.

1. Stand in front of the person to be greeted.
2. Reach out your right hand.
3. Take the hand of the other person and gently shake it up and down.
4. Say to the person: “My name is \_\_\_\_\_”
5. Listen when the person gives their name.
6. Use the person’s name and ask them a question or make a comment.
7. When you are ready to leave say, “I’m glad I met you.” or “I hope we will meet again.”

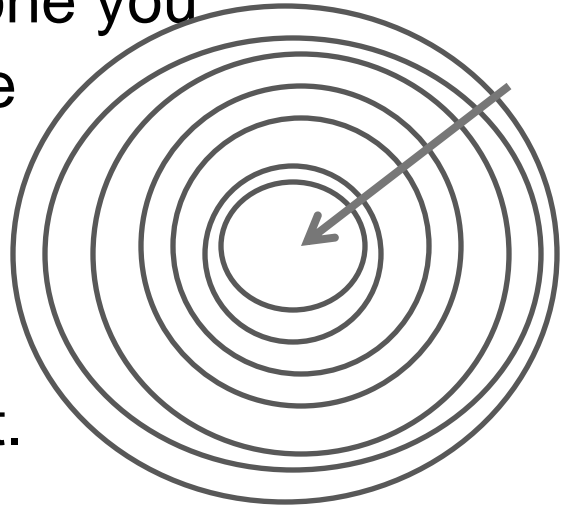
# **Practice the skill and learn about people in other cultures**

1. Divide the class into teams of two.
2. Explain the task:
  - A) Research a person from another country and demonstrate something he/she is likely to do when meeting another person.
  - B) Use the steps of greeting that we use in the U.S. in the role play.
  - C) Use props or design a costume or wear clothing the person from the other country might wear.
  - D) During the role play, teach the class something about the person from the other country or about the person from the United States.
3. Take a photo of each team as they finish the role-play. Post the photos and let the class vote on the team that best completed the assignment.

# WHAT MAKES A FRIEND?

**Acquaintance** – Someone you know who might become a friend.

**Friend** – Someone who has passed the time test.



- **They are loyal to you in adversity.**
- **They stand up for you when you are not there to defend yourself.**
- **They don't change their feelings for you when you change or make mistakes.**
- **They will correct/admonish you when they think you are being self-destructive.**
- **They are attached to you through affection or esteem.**

# What do people do that makes it easy or difficult to be their FRIEND?

## Easy

Person knows my name  
Like to do same things  
Says nice things to me  
We live near one another  
We play alike  
We laugh about funny things  
We like people

Can count on one another  
Listens to me if I tell them  
to stop doing something

Admits when they are wrong

Acts appropriately for the  
situation

Honest and truthful

## Difficult

Calls me nicknames I don't like  
Nothing in common  
Gossips about me  
We live far away  
Person likes to tease or bully me  
Likes to laugh at people  
Person picks on others who are  
different  
Person helps me get in trouble  
Ignores what I say and  
continues to do things I don't  
like  
Won't take responsibility for  
actions  
Acts like a 'baby' or goof-off  
Tells lies about me.

Which items are social skills?

Why is it easier to be friends with a person who uses social skills?

# BULLYING – A Negative Social Skill

Agree

Disagree

Can't decide

- a) Post three signs around the room. – Agree, Disagree, Can't decide.
- b) Read each statement
- c) Ask students to think about the statement and then stand near the sign that best represents their thoughts.
- d) Invite individuals to share their thoughts.

- 1. When people bully others it shows a lack of social skills.*
- 2. Bullying and spreading rumors are negative social skills our class could work on.*
- 3. There can't be a bully without a victim.*
- 4. I know something a victim can do to stop a bully.*

# TEN FACTS ABOUT BULLYING

1. Bullying can be found in two types of behaviors.
  - A) **Direct behaviors** – teasing, taunting, threatening, hitting and stealing by one person against another.
  - B) **Indirect behaviors** – Spreading rumors that cause another person to feel excluded or isolated.
2. To be considered bullying the behavior must occur repeatedly over time.
3. The victim must feel it is an ongoing pattern of harassment or/and abuse.
4. Physical assault as a form of bullying is easiest to curb.
5. Verbal abuse is harder to stop.
6. Bullies are often people who think physical punishment or hitting others is a way to handle problems.
7. Bullies often are defiant toward authority and break rules.
8. Victims of a bully need peers who will befriend them and help them feel part of a group.
9. Bullying in school years can lead to legal or criminal troubles as adults.

# Homework Assignments

## Social Skills

- Watch a half hour sitcom with your parent(s). Together write three paragraphs describing what you noticed about the use of social skills on the show.
- Write down five social skills you observe your family using at a dinner table to help create an enjoyable meal.
- Go to a restaurant and while you sit and eat, notice how people around you are treating the waiter/waitress. Discuss the positive and negative social skills you observe.
- Make a list of social settings in which you would like to feel more comfortable.

# Assessing Progress

- Use a rubric to assess progress.
  - Show students the rubric after the skill is introduced
    - Lacks knowledge or willingness
    - Needs assistance
    - Basic mastery
    - Proficiency
  - Let them self-evaluate at the end of the three weeks practice
  - Share this information with parents.
- (See sample rubrics from Assessment Made Easy – Tara Kassi)

# Reflect

1. Identify something you learned or re-learned from this presentation.
2. List one action step you will try each of the next three weeks.
  - Teach students how to make a formal introduction.
  - Accept differences among the teaching staff and welcome diverse opinions.
  - Discuss internet etiquette and make a list of acceptable/unacceptable actions.
  - Teach one or two lessons on bullying contained in the DWP lesson plans.
  - Give a homework assignment that involves exhibiting social skills.
  - Ask students to name social settings they would like to feel more comfortable navigating and discuss options.