

*Students:* Reba needs to pay attention when her friends are talking to her

*Teacher:* What could she do to amend the situation?

*Students:* Look at her friends when they are speaking, be sure she is following what they are saying, pay attention, show that she's interested in what they're saying, etc

*Teacher:* This is what might happen if Reba acted on those changes. (Read aloud or role play # role play parts = 3 )

*Narrator:* Reba and a group of her friends are gathered by their lockers in school the next morning

*Sheila:* Wait 'til you hear what happened to me last night!

*Reba:* (looking directly at Sheila) I can't wait to hear! What?

*Sheila:* (excitedly) Tony called me!!!

*Reba:* You're kidding! You've been interested in him for ages. What did he say?

*Sheila:* He asked me out!

*Reba:* Great! Where are you going?

*Sheila:* To a movie, I think. Who cares! I'm so happy about it. I couldn't wait to tell someone.

*Reba:* Well, I think it's really exciting. I can't wait to hear all about it after the date

*Teacher:* Assess the situation again; what did Reba do that was different?

*Students:* Reba listened to her friend, shared her excitement, and showed her interest.

*Teacher:* Do you think Sheila will want to tell Reba all about her date?

*Students:* Yes

*Teacher:* Now it's your turn to role play some problem situations. I will give each pair of you a card with a problem situation on it. Together you will ASSESS the situation, develop a plan to AMEND the situation, and then ACT it out, showing us how you would improve things. After each role play all of you (the whole group) will take turns ASSESSING the situation as amended. If we see any problems, we can AMEND them further and you can ACT it out again, this time using our suggestions. We will use the Triple A Strategy to evaluate the problem situation you role play in each lesson. The group will

decide if you did or didn't solve the problem. We will continue to apply the Triple A Strategy until we all agree that the problem has been solved. OK. Let's try it

1. Pass out situation cards.
2. Students practice
3. Students present role plays.
4. Students apply Triple A Strategy and discuss.

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## AREA I—PEER-RELATED SKILLS

### Section A— Interpersonal Skills

#### LESSON 2. LISTENING

**REVIEW:** Lesson 1 – The Triple A Strategy

*Teacher:* Turn to lesson 2 in your study guide. The first time we met, we learned about the Triple A Strategy for correcting our behavior. Please follow along the list of important points at the top of the page so we can review them aloud. The first A means to ASSESS, or evaluate, the situation to see if it was comfortable or uncomfortable. What is the first A?

*Students:* To assess.

*Teacher:* The second A means to AMEND or decide what changes to make in your behavior. What is the second A?

*Students:* To amend.

*Teacher:* The final A means to ACT. This means to try out the changes you have decided upon. What is the third A?

*Students:* To act

*Teacher:* We will use the Triple A Strategy when we practice role playing the skills for each lesson in this program. What are the three steps in the Triple A Strategy?

*Students:* Assess, amend, act.

#### LESSON 2. LISTENING

*Teacher:* Listening is a skill that we must have for our friends to feel comfortable with us. You have heard people say, "He didn't listen to me," and sometimes you may hear your parents say, "You're not listening to me."

Listening is one way we tell people that we are interested in them and in what they have to say. In this first example, Juanita does not know how important listening is. (Read aloud or role play. # role play parts = 3 )

*Narrator:* Tara and Juanita are walking home after school.

*Tara:* Listen, Juanita, I think Lori is saying things about me to some of my friends.

*Juanita:* (looks across the street and waves to other kids) Oh yeah, what makes you think that?

*Tara:* (becomes intense) Well, last night one of my friends called and asked me a very strange question. She said that she had been talking to Lori.

*Juanita:* (still waving at friends) Oh Tara! You make such a big deal out of everything.

*Tara:* No, I don't!

*Juanita:* (steps off the curb and moves across the street) Hey, you guys!

*Narrator:* Tara stands on the curb looking hurt and worried.

*Teacher:* Juanita was not listening to Tara. How could you tell she didn't want to hear what Tara had to say?

*Students:* She didn't ask questions about what Tara was saying, she kept looking and waving at the kids across the street, etc.

*Teacher:* Was Juanita helpful to Tara?

*Students:* No.

*Teacher:* Have you ever tried to tell a friend something and he or she wasn't listening?

*Students:* (Discuss )

*Teacher:* Here is a way that Juanita could have helped Tara and been a better friend. (Read or role play # role play parts = 3 )

*Tara:* Listen Juanita, I think Lori is saying things about me that aren't true.

*Juanita:* (looks at Tara) What makes you think that?

*Tara:* Karen called me last night and said that Lori told her that I stole my new coat from somebody's locker. It isn't true! I bought that coat with money I earned baby-sitting.

*Juanita:* What would make Lori think you stole your coat?

*Tara:* Probably because she's jealous. She always competes with me and gets mad if I have something she doesn't have.

*Juanita:* Do you think she was jealous about the coat?

*Tara:* Yes. But I earned it. I worked hard for it. So why is Lori telling people I steal things?

*Juanita:* I think you've already answered that question. What do you think you should do about it?

*Narrator:* Tara continues to tell Juanita her strategies for dealing with the rumors.

*Teacher:* That time Juanita helped Tara by listening to her tell about her problem. Here are the things that are important when you are trying to be a good listener. First, it is important to MAINTAIN EYE CONTACT. Look into the person's eyes as well as look at the person. Juanita was looking directly at Tara. What is the first important thing to do when you are listening?

*Students:* Maintain eye contact.

*Teacher:* Second, when you are listening LET OTHERS DO MOST OF THE TALKING. Who did most of the talking in the second example?

*Students:* Tara.

*Teacher:* What is the second important point to remember about listening?

*Students:* Let others do most of the talking.

*Teacher:* Third, PAY ATTENTION. How did Juanita show she was paying attention?

*Students:* She asked questions, made comments about what Tara said, asked for more information.

*Teacher:* Juanita did not turn the conversation away from Tara by relating her own experiences. She gave her attention to what Tara was saying. What is the third important point to remember about listening?

*Students:* Pay attention.

*Teacher:* Finally, AVOID INTERRUPTIONS. Juanita let Tara talk and did not look around or wave at other kids or interrupt her until she was through with a statement. What is the fourth thing to remember about listening?

*Students:* Avoid interruptions.

*Teacher:* Let's review the four points to remember about this skill. What is the first point?

*Students:* Maintain eye contact.

*Teacher:* What is the second point?

*Students:* Let others do most of the talking

*Teacher:* And the third point?

*Students:* Pay attention.

*Teacher:* The last point?

*Students:* Avoid interruptions

*Teacher:* A good listener is one who lets other people talk while paying attention to them. Good listening skills help you maintain friendships. In your study guide, there are three examples of listening. Look at the checklists and try to determine if the important points are present in the first exercise. (See Student Study Guide for scripts Read aloud or role play. # role play parts = 2. Pause while students mark checklists )

*Teacher:* Which of the important points did Sheila use?

*Students:* All of them.

*Teacher:* Try the next exercise. (Read aloud or role play # role play parts = 3. Pause while students mark checklists.)

*Teacher:* How did Chris do?

*Students:* He used all the important points

*Teacher:* Try the last exercise. (Read aloud or role play. # role play parts = 3. Pause while students mark checklists.)

*Teacher:* Did Karen remember all the important points?

*Students:* No

*Teacher:* Which ones did she forget?

*Students:* Pay attention, avoid interruptions.

*Teacher:* How do you think Mary felt after talking to Karen?

*Students:* More disappointed in herself, annoyed at Karen.

*Teacher:* Now it's your turn to practice listening. Practice your responses to the situation cards I will give you. After a short practice period, you can role play your responses for the group.

1. Pass out situation cards.
2. Students practice.
3. Students present role plays
4. Students evaluate role plays.

*Teacher:* Now try to think of when you might use the skill of listening. (Relate personal example or say, "In my case, I use the skill when a student comes to me with a problem.") When would you use this skill?

*Students:* (Give examples.)

*Teacher:* What do you think might happen if you didn't use what you know about listening in these situations?

*Students:* Friends might become angry, wouldn't be helped with their problems, might look for someone who is a better listener, etc.

*Teacher:* With whom do you think you could practice listening before the next lesson?

*Students:* (Name friends or relatives )

*Teacher:* What do you expect to happen when you try out listening with this person?

*Students:* People would be more comfortable talking to me, they would think of me as helpful, etc

*Teacher:* Please find your contract for this lesson. When you have read it and filled it out, I will sign your contract.

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## AREA I: Section A

### LESSON 3. GREETING OTHER PEOPLE

**REVIEW:** Lesson 2—Listening

*Teacher:* Turn to lesson 3 in your study guide. Last time we met we learned how important listening is to making our friends feel comfortable while they are talking to us. Listening helps us maintain friendships. Let's review the important points of listening. The first important point to remember for listening is?

*Students:* Maintain eye contact.

*Teacher:* The second point is?

*Students:* Let others do most of the talking.

*Teacher:* The third thing is?

*Students:* Pay attention.

*Teacher:* The fourth thing is?

*Students:* Avoid interruptions.

## LESSON 2. LISTENING

### Review of Lesson 1 (Triple A Strategy)

#### Important Points to Remember About the Triple A Strategy

1. Assess
2. Amend
3. Act

### Lesson 2. Listening

#### Negative Example

*Narrator:* Tara and Juanita are walking home after school

*Tara:* Listen, Juanita, I think Lori is saying things about me to some of my friends

*Juanita:* (looks across the street and waves to other kids) Oh yeah, what makes you think that?

*Tara:* (becomes intense) Well, last night one of my friends called and asked me a very strange question. She said that she had been talking to Lori.

*Juanita:* (still waving at friends) Oh Tara! You make such a big deal out of everything.

*Tara:* No, I don't!

*Juanita:* (steps off the curb and moves across the street) Hey, you guys!

*Narrator:* Tara stands on the curb looking hurt and worried

#### Positive Example

*Tara:* Listen Juanita, I think Lori is saying things about me that aren't true.

*Juanita:* (looks at Tara) What makes you think that?

*Tara:* Karen called me last night and said that Lori told her that I stole my new coat from somebody's locker. It isn't true! I bought that coat with money I earned baby-sitting.

*Juanita:* What would make Lori think you stole your coat?

*Tara:* Probably because she's jealous. She always competes with me and gets mad if I have something she doesn't have

*Juanita:* Do you think she was jealous about the coat?

*Tara:* Yes. But I earned it. I worked hard for it. So why is Lori telling people I steal things?

*Juanita:* I think you've already answered that question. What do you think you should do about it?

*Narrator:* Tara continues to tell Juanita her strategies for dealing with the rumors.

#### Important Points to Remember About Listening

1. Maintain eye contact
2. Let others do most of the talking.
3. Pay attention.
4. Avoid interruptions.

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### EXERCISE 1

*Sheila:* Wow, Kay I notice you're wearing glasses. You've chosen some great frames. You really look great in them

*Kay:* Do you think so, really? I feel different. I mean, sort of embarrassed. I was really getting hassled about not noticing people walking by because I just couldn't see who was waving at me

*Sheila:* I know the feeling. I just got contacts last year.

*Kay:* I would've liked to have gotten contacts too, but I couldn't afford them. Glasses are hard to get used to. Now people don't recognize *me* for a change. (laughs)

*Sheila:* (laughing with Kay) Really, they do look nice. Kinda trendy too

*Kay:* Well, thanks for letting me know. It makes me feel better. Nice to "SEE" you Sheila. (laughs)

## ✓ Checklist For Exercise 1

|                                       |                          |                          |
|---------------------------------------|--------------------------|--------------------------|
| Did Sheila ...                        | Yes                      | No                       |
| 1. Maintain eye contact?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Let others do most of the talking? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pay attention?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Avoid interruptions?               | <input type="checkbox"/> | <input type="checkbox"/> |

## EXERCISE 2

*Narrator:* John has just quit work for the day, and Chris picks him up to go to a movie.

*John:* My boss is really bugging me these days. He wants too much. He keeps changing my hours. Tomorrow he wants me to work from 4 until 11 in the evening. I have studying to do, and he is always changing his mind.

*Chris:* (looking at John) You think your boss is asking too much of you?

*John:* Yeah, and he's critical, too. Every time I do something, it's not done right. Boy, I really hate my job sometimes.

*Chris:* What do you think you should do?

*John:* I could quit, but I need the money. The job really pays well for a high school kid, and it's not that demanding. It's just that my boss is too critical and changes my hours all the time. I just want things to be a little steadier. Maybe I could talk to him about it.

*Chris:* That's a good idea.

## ✓ Checklist For Exercise 2

|                                       |                          |                          |
|---------------------------------------|--------------------------|--------------------------|
| Did Chris ...                         | Yes                      | No                       |
| 1. Maintain eye contact?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Let others do most of the talking? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pay attention?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Avoid interruptions?               | <input type="checkbox"/> | <input type="checkbox"/> |

## EXERCISE 3

*Narrator:* Mary and Karen are walking to another class after a test.

*Mary:* Boy! Did I blow that one.

*Karen:* (looking around and waving at friends) I thought it was easy.

*Mary:* I didn't know half the questions on that test. I've got to study harder. It was a terrible test.

*Karen:* You should have studied more. I started going over my notes last weekend and I re-read the chapter last night.

*Mary:* I got interrupted a lot last night, and one of the neighbors wanted me to baby-sit for an hour. It was a chance to earn a couple of bucks...

*Karen:* (interrupting) Well, you made your choice. You could have studied, but you decided making money was more important. So don't go around complaining about it now.

## ✓ Checklist For Exercise 3

|                                       |                          |                          |
|---------------------------------------|--------------------------|--------------------------|
| Did Karen ...                         | Yes                      | No                       |
| 1. Maintain eye contact?              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Let others do most of the talking? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Pay attention?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Avoid interruptions?               | <input type="checkbox"/> | <input type="checkbox"/> |

## ★ Situational Role Play Evaluation Guidelines

|                                      | Situational Role Play |    |    |    |    |
|--------------------------------------|-----------------------|----|----|----|----|
|                                      | #1                    | #2 | #3 | #4 | #5 |
| 1. Maintain eye contact              | —                     | —  | —  | —  | —  |
| 2. Let others do most of the talking | —                     | —  | —  | —  | —  |
| 3. Pay attention                     | —                     | —  | —  | —  | —  |
| 4. Avoid interruptions.              | —                     | —  | —  | —  | —  |
| Apply the Triple A Strategy          | —                     | —  | —  | —  | —  |

## Lesson 2

### Student Contract

*Directions:* Fill in the blanks with appropriate answers and check with the teacher.

When (under what circumstances) will you use the skill of listening?

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What might happen if you didn't use the skill of listening in the situation you described above?

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With whom will you use the skill of listening?

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What do you expect will happen when you use the skill of listening in the situation you described above?

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I agree to try the skill of listening with all its important points by (date) \_\_\_\_\_

I will do my best to listen, and I will report back to my class accurately and truthfully about how I used the skill of listening and what the outcomes were

\_\_\_\_\_  
Signed by student

\_\_\_\_\_  
Signed by teacher