Carrying the Load

Name ____________________________________________ Date __________________________

Directions

After you have worn the backpack, answer the following questions.

1. Describe how it felt to wear the backpack full of problems. How did it affect the way you did things, the activities you chose, your mood, and so forth?

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

2. Were you surprised by the way it felt? Why?

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________

3. What was your feeling when you took the backpack off? How do you think your life would be improved if you removed your problems and didn’t carry them around?

   ___________________________________________________

   ___________________________________________________

   ___________________________________________________
## Listening Journal 1: My Listening

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Behavior</th>
<th>Reaction/Outcome</th>
<th>How Did I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
# Listening Journal 2: Listening in Others

Name__________________________________________ Date________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who Listened?</th>
<th>Reaction/Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Draw a picture of what might have happened if there was no listening.
## Other People's Feelings Chart

Name ____________________________________________ Date _______________________

### Directions

Find examples of situations where you saw a classmate, an adult family member, and a community member express a feeling. Put yourself in that person’s shoes and try to figure out what the person was feeling. On this chart, describe the situation, the feeling, and why you think they person was having that feeling.

<table>
<thead>
<tr>
<th>Person</th>
<th>Situation</th>
<th>Feeling</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classmate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community member</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now tell what you have learned by putting yourself in someone else’s shoes.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Interview a Friend

Name ........................................................................................................ Date ................................................

Directions

Interview a friend who is not in your empathy group. Ask the person the following questions, listen carefully, and fill in the blanks below.

Person interviewed ..........................................................................................

1. What is one thing that makes you sad?

2. If you could travel anywhere in the world, where would you like to go? Why?

3. What was the best gift you ever received?

4. What is your favorite food?

5. If you could meet anyone famous, who would you like to meet? Why?

6. If you could be in the Olympics for any sport, what would you choose? Why?

7. What is your favorite movie?

Comments/discussion: What feelings are generated in you by each of these questions?
Attending and Nonattending Partners Activity

Name_________________________________________ Date____________________

Directions

1. Observe your teacher demonstrating nonattending behaviors in relation to another person.

2. Divide into groups of two and practice not attending while your partner talks about something important.

3. Switch roles: You talk while your partner does not attend.

4. Discuss together how “not attended to” feels.

5. Observe as your teacher demonstrates good attending skills.

6. Divide into groups of two (with new partners) and practice using attending skills while the person is talking about something important.

7. Switch roles and repeat.

Share together how being attended to feels and compare with how you felt when not being attended to. Then share what you have learned as a group. Have you learned anything new or any new techniques with a new partner?
**Attending and Nonattending Independent Activity**

Name __________________________________________________________ Date ______________________

**Directions**

1. Write your feelings about each of the following situations.
   - When your partner was not paying attention to you.
   - When your partner was paying attention to you.

2. During the next day or two, notice attending and nonattending behavior in school, at home, or in other places, such as the grocery store or a restaurant or on a television sit-com or talk show. Write your observations in the chart below.

<table>
<thead>
<tr>
<th>Situation or Scene (describe)</th>
<th>Attending Behavior</th>
<th>Nonattending Behavior</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

Discuss with the group the nonattending and attending behaviors that you noticed outside of the group.
Identifying Your Feelings Notes

Name ____________________________________________ Date ______________________________

Feelings are:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why is it important to be able to recognize your own feelings?

________________________________________________________________________

________________________________________________________________________

When and where would it be important to recognize your feelings?

________________________________________________________________________

________________________________________________________________________

Steps to help identify your own feelings:

Step 1: __________________________________________

Step 2: __________________________________________

Step 3: __________________________________________

Step 4: __________________________________________
# Identifying Your Feelings Log

Name__________________________________________________________ Date______________________________

**Directions**

*Practice using the skill of recognizing your own feelings. From now until the next meeting, identify three different emotions that you felt. Answer each question in the spaces below for each of the three feelings.*

<table>
<thead>
<tr>
<th>Situation 1</th>
<th>Describe the situation in which you were able to identify your emotion.</th>
<th>What were the feelings that you felt in each situation?</th>
<th>What happened after you practiced the skill?</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Situation 2</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Situation 3</td>
<td></td>
<td></td>
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</tbody>
</table>
Ten Years from Now

Name ____________________________________________________ Date __________________________

Directions

Picture the life you might be leading in 10 years and complete the following items.

1. The year is (10 years from now) _______________________________________________________

2. My age is _______________________________________________________________________

3. My family life is (list spouse, kids, single) _____________________________________________

4. I live in (state or foreign country) __________________________________________________

5. My house is ______________________________________________________________________

6. The surroundings of my house are ___________________________________________________________________

7. My yard is _______________________________________________________________________

8. My pets are (names can be included) _________________________________________________

9. My job is (keep it legal) __________________________________________________________________

10. My car is _______________________________________________________________________

11. Other stuff I own is __________________________________________________________________

12. My leisure activities are (keep it legal) _______________________________________________
My Dream House

Directions

Use this outline to draw the things you want to have in your dream house. Include your family, furniture, car, etc.
Inside My Dream House

Name__________________________________________________________________________________________________________ Date __________________________

Directions

Use this layout to plan how your house might be arranged on the inside. Include rooms, furniture, family, etc. Use two sheets if you want to have more than one floor.
That Terrible Evening

Name ___________________________________________ Date __________________________

You and your family have been out to a beautiful dinner and concert, and as you approach the house, you notice the front door is open. As you walk into the house, things are in terrible disarray, and many things are missing: big screen TV, computer, jewelry, etc. Drawers are upside down and on the floor. You’ve been robbed!

How did it feel to have your house broken into?

_________________________________________________________________________

How would you feel if it was your grandparent’s house?

_________________________________________________________________________

How would you feel if it was your best friend’s house?

_________________________________________________________________________

How would you feel if it was a stranger’s house far away?

_________________________________________________________________________

Now answer this . . .

The police have caught the person who broke into your house. The judge asks you to make two positive suggestions for keeping the person from doing this again. Please record your recommendations:

_________________________________________________________________________

_________________________________________________________________________

Now you find out it was a teenager who is the same age as you. Write a letter to the teenager, letting the person know your feelings about the break-in and giving suggestions for turning his or her life around. Use the letter template you will be provided to plan your letter.
Letter Template

Name_________________________________________ Date________________________

Directions

Write a letter to the person who broke into your home and give two positive points to this student, who is your same age. You may add your own words.

Dear ___________________________

I felt so __________________________when my house was broken into and all my important things were taken or trashed. Here are my suggestions for you, and I hope this helps prevent you from doing something like this again:

1. ____________________________________________________________________________________________
2. ____________________________________________________________________________________________

Sincerely,

___________________________

Now write a final draft of your letter on another sheet of paper.
If the World Were Different

Name __________________________________________ Date ________________________

Directions

Draw a picture of what it would look like if people considered each other’s feelings. Then write a paragraph about how it would be different.

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___________________________________________________________________________________________________________
Police Beat

Name________________________________________ Date_____________________

Directions

For the next five days, read the police and courts section of your town's newspaper. Briefly describe one of the situations included in an article each day and describe how you think the victims or their loved ones may feel.

Date ____________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Date ____________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Date ____________________________

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Date ____________________________

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_____________________________________________________________________

Date ____________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Feelings Word List

Name_________________________________________ Date________________________

Directions
Decide if the feelings word your leader has given you is a comfortable or uncomfortable feeling. Write the word in the correct column. Then write an example of when the feeling might be experienced, using the “I statement” form: “I feel __________ when __________.”

<table>
<thead>
<tr>
<th>Comfortable Feelings</th>
<th>Uncomfortable Feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling</td>
<td>Example</td>
</tr>
<tr>
<td>Happy</td>
<td>I feel happy when I get a good grade.</td>
</tr>
</tbody>
</table>

### Feelings Word Cards

<table>
<thead>
<tr>
<th>alone</th>
<th>bored</th>
<th>content</th>
</tr>
</thead>
<tbody>
<tr>
<td>amazed</td>
<td>bothered</td>
<td>courageous</td>
</tr>
<tr>
<td>ambushed</td>
<td>brave</td>
<td>deceived</td>
</tr>
<tr>
<td>angry</td>
<td>calm</td>
<td>defeated</td>
</tr>
<tr>
<td>annoyed</td>
<td>capable</td>
<td>defensive</td>
</tr>
<tr>
<td>anxious</td>
<td>cared for</td>
<td>depressed</td>
</tr>
<tr>
<td>appreciated</td>
<td>cheated</td>
<td>determined</td>
</tr>
<tr>
<td>ashamed</td>
<td>comfortable</td>
<td>jubilant</td>
</tr>
<tr>
<td>attracted</td>
<td>competent</td>
<td>liked</td>
</tr>
<tr>
<td>bashful</td>
<td>concerned</td>
<td>disgusted</td>
</tr>
<tr>
<td>beaten</td>
<td>confident</td>
<td>disrespected</td>
</tr>
<tr>
<td>betrayed</td>
<td>confined</td>
<td>distracted</td>
</tr>
<tr>
<td>blocked</td>
<td>confused</td>
<td>distrustful</td>
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<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>embarrassed</td>
<td>glad</td>
<td>interested</td>
</tr>
<tr>
<td>empty</td>
<td>grateful</td>
<td>irate</td>
</tr>
<tr>
<td>encouraged</td>
<td>gratified</td>
<td>irritated</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>guilty</td>
<td>isolated</td>
</tr>
<tr>
<td>envious</td>
<td>happy</td>
<td>jealous</td>
</tr>
<tr>
<td>excited</td>
<td>helpless</td>
<td>joyful</td>
</tr>
<tr>
<td>exhausted</td>
<td>hopeful</td>
<td>jubilant</td>
</tr>
<tr>
<td>fearful</td>
<td>humiliated</td>
<td>lonely</td>
</tr>
<tr>
<td>fidgety</td>
<td>hurt</td>
<td>lost</td>
</tr>
<tr>
<td>friendly</td>
<td>ignored</td>
<td>loved</td>
</tr>
<tr>
<td>frightened</td>
<td>important</td>
<td>mad</td>
</tr>
<tr>
<td>fulfilled</td>
<td>indifferent</td>
<td>peaceful</td>
</tr>
<tr>
<td>furious</td>
<td>insignificant</td>
<td>pleased</td>
</tr>
<tr>
<td>preoccupied</td>
<td>self-conscious</td>
<td>tired</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
<tr>
<td>proud</td>
<td>shocked</td>
<td>trapped</td>
</tr>
<tr>
<td>puzzled</td>
<td>shy</td>
<td>tricked</td>
</tr>
<tr>
<td>rejected</td>
<td>sleepy</td>
<td>troubled</td>
</tr>
<tr>
<td>relaxed</td>
<td>soothed</td>
<td>trusted</td>
</tr>
<tr>
<td>relieved</td>
<td>startled</td>
<td>trusting</td>
</tr>
<tr>
<td>respected</td>
<td>surprised</td>
<td>uncertain</td>
</tr>
<tr>
<td>restless</td>
<td>suspicious</td>
<td>uncomfortable</td>
</tr>
<tr>
<td>sad</td>
<td>sympathetic</td>
<td>unfocused</td>
</tr>
<tr>
<td>safe</td>
<td>tense</td>
<td>unloved</td>
</tr>
<tr>
<td>satisfied</td>
<td>terrified</td>
<td>unsure</td>
</tr>
<tr>
<td>scared</td>
<td>thankful</td>
<td>upset</td>
</tr>
<tr>
<td>secure</td>
<td>timid</td>
<td>worried</td>
</tr>
</tbody>
</table>
**What Are They Feeling and Thinking?**

Name_________________________________________________________________________ Date________________________

**Directions**

List at least three words for how the person in each situation might feel. For each feeling, write what the person might be saying to himself or herself. In the circle, draw a facial expression for how you might feel in the situation.

1. A group of friends tell another student, Susan, that they just want to eat lunch by themselves today. Maybe she can sit with them another day.

   **How might Susan feel?**

   Feeling A: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling B: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling C: ________________________________________________________________
   Susan is thinking: _________________________________________________________

2. During another lunch, Susan asks again if she can eat with the group. The other students say no and make comments to each other like “Doesn’t she know we don’t like her” and “She’s so dumb—why would anyone want to be around her?”

   **How might Susan feel?**

   Feeling A: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling B: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling C: ________________________________________________________________
   Susan is thinking: _________________________________________________________

3. One of the other students, James, thinks about how Susan might be feeling. He asks her to sit with him at the next lunch.

   **How might Susan feel?**

   Feeling A: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling B: ________________________________________________________________
   Susan is thinking: _________________________________________________________
   Feeling C: ________________________________________________________________
   Susan is thinking: _________________________________________________________
How might James feel?

Feeling A: ____________________________________________
James is thinking: ______________________________________

Feeling B: ____________________________________________
James is thinking: ______________________________________

Feeling C: ____________________________________________
James is thinking: ______________________________________
Anger-o-Meter

Name ___________________________________________________________ Date ______________________

Directions

Next to each word on the Anger-o-Meter, write a situation that might go with that level of the feeling. An example is given for annoyed.

Irate: ____________________________________________________________

Angry: __________________________________________________________

Upset: __________________________________________________________

Irritated: _______________________________________________________

Annoyed: Someone is kicking your chair.
Feel-o-Meter

Name __________________________________________________________ Date __________________

Directions

Use a group of feelings words that mean almost the same thing and rank them in order of intensity (most intense at the top, least at the bottom).

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
Ranking Feelings Activity

Names ___________________________________________ Date __________________________

Directions

Work with your group to sort your feelings words into groups. Then rank the feelings according to intensity, from mild to strong. Write the words on the lines, then give an example of when a person might feel that way.

Group 1

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Group 2

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Group 3

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:

Feelings:

Example:
Group 4

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Group 5

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________

Feeling: _____________________________  Example: _____________________________
# Ranking My Feelings: Part 1

Name: ____________________________  Date: ____________________________

**Directions**

Write down six to nine feelings that you had throughout the day. Describe the situation that caused each emotion to surface. Indicate whether each feeling is comfortable or uncomfortable. Then rank the feelings in order of intensity from 1 to 5 (1 is the lowest intensity, 5 is the highest intensity).

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Situation</th>
<th>Comfortable or Uncomfortable?</th>
<th>Level of Intensity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Content</td>
<td>I was watching a movie with my parents, and my dog was on my lap.</td>
<td>Comfortable</td>
<td>3</td>
</tr>
</tbody>
</table>


Ranking My Feelings: Part 2

Name __________________________________________________________ Date ____________________________

**Directions**

Choose two of the emotions, one comfortable and one uncomfortable, from Part 1 of this activity. Write one short paragraph for each of the words, explaining the situation, why you think you reacted the way you did, whether the feeling was comfortable or uncomfortable, and how you handled the uncomfortable feeling or expressed the comfortable one.

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

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_________________________________________________________________________
H
Hold the correct posture
E
Eye contact
A
Assess the person’s feelings correctly
R
Respond with your face appropriately
S
Say the person’s feelings in your own words
HEARS Activity Sheet

1. 

2. 

3. 

4. 

5.
**HEARS Notes**

Name ___________________________________________ Date ____________________________

- What is communication?
- Why is it important to communicate clearly with others?
- When and where might we need to communicate?

H ____________________________________________  ____________________________________________

E ____________________________________________  ____________________________________________

A ____________________________________________  ____________________________________________

R ____________________________________________  ____________________________________________

S ____________________________________________  ____________________________________________
HEARS Self-Monitoring Form

Directions

Try to use your HEARS technique at least once a day for the next week. As you do, watch how the other person responds. As soon as you can, fill in the chart below. This will help you see what you are doing well and where you need to improve. At the end of the five days, answer the questions on page 2.

<table>
<thead>
<tr>
<th>Date and person’s name</th>
<th>Held correct posture? (yes/no)</th>
<th>Eye contact? (yes/no)</th>
<th>Assessed feelings? (yes/no)</th>
<th>Responded with your face? (yes/no)</th>
<th>Summarized what the person said and felt? (yes/no)</th>
<th>How did the person respond?</th>
</tr>
</thead>
<tbody>
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</table>
**Self-Evaluation Questions**

1. Which HEARS steps do you feel you do best? Explain your answer.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Which steps do you think you could do better? How will you work on improving?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Describe any differences you saw in the way that people responded to you when you used the HEARS steps.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. How did you feel about their responses?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Tell why you think people responded the way they did.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Will you continue to use HEARS in your interactions with other people, especially for important conversations? Please explain why or why not.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Set a specific, measurable goal to improve your HEARS skill.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Which Postures Are Showing “H”?

Name________________________________________________________ Date__________________________

**Directions**

Look at the postures carefully and figure out the unspoken messages they are communicating. Then decide whether these are appropriate “H” postures for listening to others.

1. 

Message: ____________________________________________________________

Appropriate “H” ______________________________________________________

2. 

Message: ____________________________________________________________

Appropriate “H” ______________________________________________________

3. 

Message: ____________________________________________________________

Appropriate “H” ______________________________________________________
Which Postures Are Showing “H”? (continued)

4.  
Message:  
Appropriate “H”  

5.  
Message:  
Appropriate “H”  

6.  
Message:  
Appropriate “H”
Posture Notebook Assignment

Name__________________________________________ Date__________________________

Directions

Make a Posture Notebook by looking for examples of both poor posture and people using “H”—the correct posture. You can find examples in magazines or draw them from your experiences. Divide your book into two sections, “Incorrect Posture” and “Correct Posture.” You can use the following sheets as your pages or design pages of your own. Also, create a cover for the notebook. Discuss your choices with the group.
Incorrect Posture
Correct Posture
## Hold the Correct Posture Self-Monitoring Form

Name: _________________________________ Date: _________________________________

**Directions**

For the next three days, try to notice how well you show that you are listening by holding the correct posture. Record several of these situations (one or two per day) on this chart and rate your performance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Situation</th>
<th>How well did I…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>H – Hold correct posture?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E – Use eye contact?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A – Assess the person’s feelings?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>R – Respond with my face appropriately?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S – Say the person’s feelings in my own words?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td></td>
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<td>Not at all…..1…..2……3…..4…..Very well</td>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Not at all…..1…..2……3…..4…..Very well</td>
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<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
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<td>A – Assess the person’s feelings?</td>
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<tr>
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<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Not at all…..1…..2……3…..4…..Very well</td>
</tr>
<tr>
<td>Date</td>
<td>Situation</td>
<td>How well did I…</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H – Hold correct posture? Not at all.1.2.3.4. Very well</td>
</tr>
<tr>
<td></td>
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<td>E – Use eye contact? Not at all.1.2.3.4. Very well</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>R – Respond with my face appropriately? Not at all.1.2.3.4. Very well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S – Say the person’s feelings in my own words? Not at all.1.2.3.4. Very well</td>
</tr>
</tbody>
</table>

Write a few sentences about what you have learned from using this skill with family and friends.

---

*Hold the Correct Posture Self-Monitoring Form (continued)*
Eye Contact HEARS Notes

Name____________________________________________________ Date____________________

What is eye contact?

_________________________________________________________________________________

_________________________________________________________________________________

Why is it important to learn to make eye contact?

_________________________________________________________________________________

_________________________________________________________________________________

When and where might we need to use eye contact?

_________________________________________________________________________________

_________________________________________________________________________________

What is the “Three Second Rule”?  

_________________________________________________________________________________

_________________________________________________________________________________

What are “soft eyes”?

_________________________________________________________________________________

_________________________________________________________________________________

What are “hard eyes”?

_________________________________________________________________________________

_________________________________________________________________________________
Eye Contact Independent Practice

Name _____________________________________________ Date _______________________

Directions

Because eye contact is so important, this assignment will help you notice when eye contact is made. Look through magazines and newspapers and cut out two examples of poor eye contact and two examples of good eye contact. Write a short paragraph to describe what might be happening in the pictures.

<table>
<thead>
<tr>
<th>Pictures</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Examples</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Poor Examples</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Eye Contact Self-Monitoring Form

Name: ________________________________  Date: ________________________________

**Directions**

Think about one person a day you can practice looking at using the Three-Second Rule and soft eyes. Use this page to record what happened.

<table>
<thead>
<tr>
<th>Date</th>
<th>Person</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assess the Person’s Feelings Correctly HEARS Notes 1

Name________________________________________________________________________ Date____________________

What does “assess” mean?

What are “feelings”?

Why is it important to be able to assess the feelings of others?

When and where might we need to assess the feelings of others?

Steps for Assessing the Feelings of Others

Step 1: ______________________________________________________________________

Step 2: ______________________________________________________________________

Step 3: ______________________________________________________________________

Step 4: ______________________________________________________________________

Step 5: ______________________________________________________________________

Feelings Cube

Names__________________________________________ Date____________________________

Directions

Write a feeling in each box. Cut along the outside lines. Fold and tape along the inner lines to make a cube.
Assess the Person's Feelings Correctly Independent Practice

Name________________________________________ Date________________________

Write the steps for Assessing the Person's Feelings Correctly:

Step 1: ______________________________________________________________________

Step 2: ______________________________________________________________________

Step 3: ______________________________________________________________________

Step 4: ______________________________________________________________________

Step 5: ______________________________________________________________________

Now practice using the steps throughout the week. Record your experiences below.

<table>
<thead>
<tr>
<th>Place</th>
<th>Person</th>
<th>Feeling Identified</th>
<th>Person’s Response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which step works best for you?  Which step is the most difficult?
Assess the Person's Feelings Correctly HEARS Notes 2

Name______________________________________________________________________________ Date__________________________

1. What do we mean by *facial expressions*?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

2. How does reading other people’s facial expression and being aware of your own facial expressions increase empathy?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

3. The “neutral expression” is:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

4. Other ideas I learned about facial expression:

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
### Feelings Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you seen Johnny’s poster?</td>
<td>Shocked</td>
</tr>
<tr>
<td>Have you seen Johnny’s poster?</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>Have you seen Johnny’s poster?</td>
<td>Disgusted</td>
</tr>
<tr>
<td>Have you seen Johnny’s poster?</td>
<td>Confused</td>
</tr>
<tr>
<td>We’re going to the zoo this weekend.</td>
<td>Nervous</td>
</tr>
<tr>
<td>We’re going to the zoo this weekend.</td>
<td>Sad</td>
</tr>
<tr>
<td>We’re going to the zoo this weekend.</td>
<td>Happy</td>
</tr>
<tr>
<td>We’re going to the zoo this weekend.</td>
<td>Surprised</td>
</tr>
<tr>
<td>It’s time for bed.</td>
<td>Sad</td>
</tr>
<tr>
<td>It’s time for bed.</td>
<td>Angry</td>
</tr>
<tr>
<td>It’s time for bed.</td>
<td>Bored</td>
</tr>
<tr>
<td>It’s time for bed.</td>
<td>Happy</td>
</tr>
<tr>
<td>Here comes Thomas.</td>
<td>Shy</td>
</tr>
<tr>
<td>Here comes Thomas.</td>
<td>Hopeful</td>
</tr>
<tr>
<td>Here comes Thomas.</td>
<td>Loving</td>
</tr>
<tr>
<td>Here comes Thomas.</td>
<td>Frustrated</td>
</tr>
<tr>
<td>Can I play?</td>
<td>Excited</td>
</tr>
<tr>
<td>Can I play?</td>
<td>Confused</td>
</tr>
<tr>
<td>Can I play?</td>
<td>Confident</td>
</tr>
<tr>
<td>Can I play?</td>
<td>Anxious</td>
</tr>
<tr>
<td>I’m taking my little sister to the park.</td>
<td>Afraid</td>
</tr>
<tr>
<td>I’m taking my little sister to the park.</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>I’m taking my little sister to the park.</td>
<td>Annoyed</td>
</tr>
<tr>
<td>I’m taking my little sister to the park.</td>
<td>Sad</td>
</tr>
<tr>
<td>Statement</td>
<td>Feeling</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>I got a B on my paper.</td>
<td>Proud</td>
</tr>
<tr>
<td>I got a B on my paper.</td>
<td>Furious</td>
</tr>
<tr>
<td>I got a B on my paper.</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>I got a B on my paper.</td>
<td>Surprised</td>
</tr>
<tr>
<td>Joe got a new bike.</td>
<td>Jealous</td>
</tr>
<tr>
<td>Joe got a new bike.</td>
<td>Shocked</td>
</tr>
<tr>
<td>Joe got a new bike.</td>
<td>Confused</td>
</tr>
<tr>
<td>Joe got a new bike.</td>
<td>Happy</td>
</tr>
<tr>
<td>The vase on the table is broken.</td>
<td>Guilty</td>
</tr>
<tr>
<td>The vase on the table is broken.</td>
<td>Angry</td>
</tr>
<tr>
<td>The vase on the table is broken.</td>
<td>Calm</td>
</tr>
<tr>
<td>The vase on the table is broken.</td>
<td>Suspicious</td>
</tr>
<tr>
<td>Hot lunch today is grilled cheese.</td>
<td>Disgusted</td>
</tr>
<tr>
<td>Hot lunch today is grilled cheese.</td>
<td>Depressed</td>
</tr>
<tr>
<td>Hot lunch today is grilled cheese.</td>
<td>Cautious</td>
</tr>
<tr>
<td>Hot lunch today is grilled cheese.</td>
<td>Frustrated</td>
</tr>
<tr>
<td>The test is on Friday.</td>
<td>Anxious</td>
</tr>
<tr>
<td>The test is on Friday.</td>
<td>Confident</td>
</tr>
<tr>
<td>The test is on Friday.</td>
<td>Confused</td>
</tr>
<tr>
<td>The test is on Friday.</td>
<td>Terrified</td>
</tr>
<tr>
<td>I erased Mrs. Scott’s chalkboard.</td>
<td>Angry</td>
</tr>
<tr>
<td>I erased Mrs. Scott’s chalkboard.</td>
<td>Proud</td>
</tr>
<tr>
<td>I erased Mrs. Scott’s chalkboard.</td>
<td>Bored</td>
</tr>
<tr>
<td>I erased Mrs. Scott’s chalkboard.</td>
<td>Happy</td>
</tr>
</tbody>
</table>

Feelings Statements (continued)
# How Do They Feel Today?

Name ___________________________________________ Date __________________________

**Directions**

*Draw or find a picture to show each emotion. Notice how different parts of the face change for each emotion.*

<table>
<thead>
<tr>
<th>Happy</th>
<th>Sad</th>
<th>Angry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bored</td>
<td>Shocked</td>
<td>Embarrassed</td>
</tr>
<tr>
<td>Afraid</td>
<td>Calm</td>
<td>Excited</td>
</tr>
</tbody>
</table>

**Respond with Your Face Appropriately**

Name: ___________________________________________ Date: __________________________

**Directions**

Watch your favorite television show or shows and use the following charts to list examples of how characters respond appropriately and inappropriately with their faces to other characters’ expressed emotions.

**Inappropriate Responses**

<table>
<thead>
<tr>
<th>Character Name</th>
<th>Feeling Expressed</th>
<th>Facial Response</th>
<th>Feeling Character’s Reaction</th>
<th>Outcome</th>
<th>What could the responder do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
<td>Anger</td>
<td>Laughing</td>
<td>Got angrier</td>
<td>Hit the guy who laughed</td>
<td>Make eye contact and frown</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Character Name</th>
<th>Feeling Expressed</th>
<th>Facial Response</th>
<th>Feeling Character’s Reaction</th>
<th>Outcome</th>
<th>What could the responder do to improve?</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
Summarizing Content Activity

Name __________________________________________ Date __________________________

Directions

Read each statement and then come up with a paraphrase. Write the paraphrased responses after the statements. If you are working in partners, take turns.

1. “I am so upset at my friend for talking behind my back. I don’t even want to be friends with her anymore.”
   Paraphrased response:

2. “I’m really having trouble with my math this year. No matter what I do, it doesn’t seem to sink in.”
   Paraphrased response:

3. “I wish my brother would stay out of my room. He is always getting into my things and throwing them all over the floor. I can’t find anything. My mom won’t do anything about it and says it is my room, so it is my problem.”
   Paraphrased response:

4. “You’ll never guess what happened. That test I studied for, I got the highest grade in the class. I got a 97 percent, an A!”
   Paraphrased response:

5. “I am so concerned about Jack. We were supposed to meet at the movie theater, and he never showed up. I called his house, too. And there is no answer.”
   Paraphrased response:

Now go back and write a feelings word that could go into each response.

Example: “You’re ecstatic because your grandmother is coming to visit you this week, but you’re also nervous about having to share your room.”
Summarizing Content Independent Practice

Name________________________________________________________________________________ Date________________________

Directions

For the next day or two, listen carefully to three people and paraphrase a portion of their conversation.

Person 1
1. Person’s comments ________________________________________________________________

2. My paraphrase _________________________________________________________________

3. Person’s reactions to my paraphrase ______________________________________________

Person 2
1. Person’s comments ______________________________________________________________

2. My paraphrase _________________________________________________________________

3. Person’s reactions to my paraphrase ______________________________________________

Person 3
1. Person’s comments ______________________________________________________________

2. My paraphrase _________________________________________________________________

3. Person’s reactions to my paraphrase ______________________________________________
Empathy Scale

Name ____________________________________________ Date ____________________________

![Image of three faces showing different levels of empathy]

The psychologists Truax and Carkhuff found that if you follow their scale and reflect the feelings of others accurately, warmly, and genuinely, you will have better friends and relationships.

Remember to use all three of their behaviors in your work with others:

1. Accurate empathy: Say the “target” feeling back to the person.
2. Warmth: Say this in a warm, sincere way.
3. Genuineness: Say your guess in a real way. Match your face and your words.

We want you to practice this skill so it is second nature to you. It will help you in many ways: in friendships, at work, and in your home. Remember, this skill has been found to be the number one skill needed in work situations.

Use this as part of the HEARS model when listening to someone or responding to a person who is expressing a feeling.
“S” Practice

Name ________________________________________________________________________ Date ____________________________

Directions

Designate the three members of your team as Partners 1, 2, and 3. You will each have a chance to read a scenario and have one member of the team respond in an empathic way. The third person will observe and give feedback. Use the Observers’ Rating Scale to help.

Partner 1 says: “I have a test in math next week, and I failed this week’s test! I’ll be grounded for a month if I fail another math test.”

Partner 2 says: ________________________________________________________________

Observer says: _______________________________________________________________

Partner 2 takes a turn and says: “Guess what! We won the state tournament! Can you believe it?”

Partner 3 says: ________________________________________________________________

Observer says: _______________________________________________________________

Partner 3 takes a turn and says: “One of my friends asked me over to a party last Friday night. It was up in the mountains, and her directions were lousy. I drove around for a couple of hours and never found the place! I had to drive all the way back home and missed the whole party!”

Partner 1 says: ________________________________________________________________

Observer says: _______________________________________________________________

Observers’ Rating Scale

Did the person show empathy, warmth and genuineness in the scenario?

<table>
<thead>
<tr>
<th>Scenarios</th>
<th>Accurate Empathy</th>
<th>Warmth</th>
<th>Genuineness</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Empathy Record**

Name: ____________________________________________________________ Date: __________________________

**Directions**

*Keep track of how you do in real-world situations. Make note of situations where you are able to show empathy and guess someone's feeling accurately. Fill in the boxes on the chart below for at least three situations over the next week.*

<table>
<thead>
<tr>
<th>Situation</th>
<th>People Involved</th>
<th>First Comment</th>
<th>Level 3 Response</th>
<th>Reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

HEARS Practice

Name_________________________________________________________________________ Date______________________________

Directions

Ask a friend who is not in the empathy group about his or her day. Use your HEARS skills. Write notes below about the conversation.

1. How did he/she respond when you used your skills?

__________________________________________________________________________

2. Did you follow each of the HEARS steps?

__________________________________________________________________________

3. How well did you use your skills?

__________________________________________________________________________

4. How would you improve your skills?

__________________________________________________________________________

5. What is your goal to improve each of the steps?

   Hold correct posture: ________________________________________________________

   _______________________________________________________________________

   Eye contact: ______________________________________________________________

   _______________________________________________________________________

   Assess the person’s feelings correctly: _______________________________________

   _______________________________________________________________________

   Respond with your face appropriately: _______________________________________

   _______________________________________________________________________

   Say the person’s feelings in your own words: ________________________________

   _______________________________________________________________________
**“I” Statements Notes**

Name __________________________________________ Date ______________________________

What is an “I” statement?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are the differences between “I” statements and “you” statements?

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

When and where would it be helpful to use “I” statements? Write one situation that you can think of in your own life.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Basic “I” statement formats:

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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Steps for using “I” statements:

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________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Practicing “I” Statements

Names_________________________________________ Date____________________________

Directions

1. Your group will receive a set of situation cards.

2. Each person in your group has a role for each situation. The three roles are “You” Statement, “I” Statement, and Observer.
   - The person assigned “You” Statement reads the situation then makes a “you” statement.
   - Next the person with “I” Statement reads the same situation card and makes an appropriate “I” statement.
   - The Observer comments on why the “you” statement was not an effective choice and why the “I” statement would increase the chances of a peaceful settlement to the situation.

3. Choose a new card and rotate the roles. Continue until all situation cards have been used and everyone in the group has had a chance to take on each role.

4. When everyone is finished, return to your regular seat for a whole-group discussion.
### “I” Statement Situation Cards

<table>
<thead>
<tr>
<th>Your friend calls you a name (like “You idiot!”) during a game of Monopoly.</th>
<th>You heard that your friend said something negative about you.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your brother/sister keeps getting into your things at home.</td>
<td>Your mom/dad buys you a gift you really wanted five years ago but are too old for now.</td>
</tr>
<tr>
<td>A friend keeps interrupting you when you are talking.</td>
<td>You don’t like the food your dad made for dinner.</td>
</tr>
<tr>
<td>The coach overlooked you when he/she rotated through the roster of players, so you didn’t get to play.</td>
<td>The neighbor’s dog keeps using your lawn as a bathroom and they don’t clean up after the dog.</td>
</tr>
<tr>
<td>Your younger brother/sister keeps bothering you when your friends are over at your house.</td>
<td>Your parents have set your curfew at a very early time, like 10:00.</td>
</tr>
<tr>
<td>Your teacher gives you an assignment that you really don’t understand.</td>
<td>Your teacher assigns seats and you don’t think your seat is the best place for you.</td>
</tr>
<tr>
<td>Your older brother/sister calls you names (like “Squirt” or “Dork”) in front of everyone at school.</td>
<td>Your friend has started to avoid and ignore you, and you don’t understand why.</td>
</tr>
<tr>
<td>Your parents are fighting a lot and try to put you in the middle.</td>
<td>Your best friend just told a secret that you had asked him/her to keep.</td>
</tr>
<tr>
<td>Your teacher forced you to read/do a math problem in front of the class, and you have a lot of trouble with that subject area.</td>
<td>Your mom just told an embarrassing story about when you were a baby (something to do with nakedness, diapers, etc.).</td>
</tr>
<tr>
<td>Your dad insists on asking the person you’re going out with all sorts of questions.</td>
<td>Your mom isn’t home when you expect her to be, and she doesn’t leave a note or call. She finally comes home very late.</td>
</tr>
<tr>
<td>Your teacher yells at you in front of the class for something that you know you did.</td>
<td>Your sister/brother is acting in a way that is embarrassing to you and your family and should embarrass her/him.</td>
</tr>
</tbody>
</table>
### What If I Said . . .?

**Directions**

Think about times when you might have used an “I” statement with the following people. Describe each situation. Then write what you would have thought and said, using the steps for making an “I” statement.

1. Identify and name how you are feeling.
2. Think about what made you feel that way.
3. Decide whom to talk to and when.
4. Decide what you want to happen differently.
5. Say, in an assertive manner, “I feel _______ when _______ and I want _______.”

<table>
<thead>
<tr>
<th>Situation</th>
<th>Feeling</th>
<th>What caused the feeling?</th>
<th>Who and When</th>
<th>“I” Statement</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

# Trust Accounts Deposits and Withdrawals

**Directions**

List at least 10 ways to make deposits and 10 ways to make withdrawals in a Trust Account. Think about different relationships to help add to the list, such as parent/child, friend, teacher/student, boss/employee, and principal/student.

<table>
<thead>
<tr>
<th>Trust Deposits</th>
<th>Trust Withdrawals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
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<tr>
<td>3.</td>
<td>3.</td>
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<td>4.</td>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
<td>7.</td>
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<td>8.</td>
<td>8.</td>
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<td>9.</td>
<td>9.</td>
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<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>

Now review each list. Circle the three items in each list that make the biggest impact on relationships.
1. If you were to make more withdrawals than deposits in a relationship, what effect would it have?

2. How could you rebuild trust in the relationship after a major withdrawal?

3. Is it easy to rebuild trust? Why or why not?

4. What effect does your Trust Account have on your reputation?

5. Is it easy to change a bad reputation? Why or why not?
# Trust Accounts Independent Practice

Name ____________________________________________ Date __________________________

**Directions**

For each relationship listed, describe specific situations in which you made deposits and withdrawals in the relationship.

<table>
<thead>
<tr>
<th>Family</th>
<th>Friends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>Deposits</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>Withdrawals</td>
</tr>
<tr>
<td>(parents, brothers, sisters)</td>
<td>(grandparents, aunts, uncles, etc.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Work or Extended Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposits</td>
<td>Deposits</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>Withdrawals</td>
</tr>
<tr>
<td>(principal, teachers, etc.)</td>
<td>(grandparents, aunts, uncles, etc.)</td>
</tr>
</tbody>
</table>

Directions

Review your entries on the previous page.

1. Is there a pattern to the types of withdrawals you make (such as being dishonest or failing to meet responsibilities)?  ☐ Yes  ☐ No

2. Many people respond to the reputation we have, often based on our Trust Account. What type of reputation do you have?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Assume you are not satisfied with your reputation. What deposits can you make to improve your reputation (and how people treat you)?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Random Acts of Kindness Self-Monitoring Form

Name______________________________________________________________________________________________________________ Date____________________________________

**Directions**

Noticing when other people might need help and giving that help is an important way of making trust deposits. Spend the next several days consciously looking for opportunities to perform acts of kindness. Record at least five acts of kindness and answer the questions in the comments sections.

<table>
<thead>
<tr>
<th>Date</th>
<th>What was your act?</th>
<th>Where did you do it?</th>
<th>Whom did you do it for?</th>
<th>What was the person’s response?</th>
<th>How did it make you feel?</th>
<th>Was there an effect on your relationship with this person? (positive/negative)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

# Social Competence and Empathy Training Fidelity Form

Facilitators and co-facilitators may fill out this form after each group. Observers may fill out the form as needed, adding comments in the space provided on the second page.

<table>
<thead>
<tr>
<th>Facility __________________________</th>
<th>Date ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator ________________________</td>
<td>Title _____________________________</td>
</tr>
<tr>
<td>Co-facilitator ____________________</td>
<td>Title _____________________________</td>
</tr>
<tr>
<td>Observer __________________________</td>
<td>Title _____________________________</td>
</tr>
<tr>
<td>Time session began __________________</td>
<td>Time session ended __________________</td>
</tr>
<tr>
<td>Number of youth attending __________</td>
<td>Training week no. _________________</td>
</tr>
</tbody>
</table>

1. Were any issues from the last lesson reviewed (e.g., homework difficulties, etc.)?  ☐ Yes  ☐ No

2. If applicable, were groups norms reviewed?  ☐ Yes  ☐ No

   Comments: 

3. What visual aids were used?  ☐ Lesson assignment  ☐ Other visual aid  ☐ Other handouts

4. Was the goal of the lesson plan attained?  ☐ Yes  ☐ No

5. Was the lesson procedure followed per the curriculum?  ☐ Yes  ☐ No

6. Was the class activity (guided practiced) delivered per the curriculum?  ☐ Yes  ☐ No

7. Did each youth have the opportunity for independent practice?  ☐ Yes  ☐ No

8. Was homework assigned per the curriculum?  ☐ Yes  ☐ No

9. Was behavior management (inappropriate youth behavior) an issue during the session?  ☐ Yes  ☐ No

   If there were behavior management issues, how were they handled?

   Comments:
Items for Post-Group Debriefing Between Observer and Group Facilitators

10. Facilitator’s self-evaluation of sessions and ideas for improvement:

11. Co-facilitator’s self-evaluation of session and ideas for improvement:

12. Observer’s feedback and recommendations:

___________________________________________ (Observer’s signature/date)

Observer’s comments and recommendations received:

___________________________________________ (Facilitator’s signature/date)

___________________________________________ (Co-facilitator’s signature/date)