

Instructional Materials

ACTIVITY

Potential Problems, Possible Solutions

What would you say (or do) if your students said...

1. "Giving compliments is stupid. It just wastes time."

2. "Jason argues with everyone. It's too hard to work with him."

3. "I'd look like an idiot if I used the SCORE Skills outside of class."

4. "'Recommending Changes Nicely' is so fake! It's not real life."

5. "I can't share ideas—I never have any."

6. "Sandy makes fun of everything I say. It's easier to not say anything."

7. "Ralph threatened to destroy me yesterday. If I had stayed around and 'Exercised Self-Control,' I wouldn't be alive today."

(continued on the back)

Potential Problems, Possible Solutions

(continued)

8. "We don't want Gretchen to 'Share Ideas.' Her ideas are stupid, and she's always wrong."

9. "No one in my group ever needs help, so I can't 'Offer Help or Encouragement.'"

10. "Madeline has such an awful haircut. I think someone needs to 'Recommend Nicely' that she 'Change' the person who cuts her hair."

11. "Oscar knows it makes me furious when he grabs my ponytail. Why should I have to 'Exercise Self-Control?'"

12. "When people in my group 'Recommend Changes Nicely,' I'm insulted. Why should I listen when I'm smarter than all of them put together?"

13. "It's impossible to compliment Vic. He never says anything."

14. "I 'Recommended Changes Nicely' to Emily, and she cried."

ACTIVITY: BECOMING FAMILIAR WITH SCORE

Instructions for Trainers

Choose one of the two suggested activities (Option 1: Turn to Your Neighbor” or Option 2: “Jigsaw”) or create your own activity to use to familiarize your audience with the SCORE Skills. Audience directions for both activities are included. The SCORE Skill Cue Cards from the training packet will be needed for both activities.

OPTION 1: Option 1 is a partner activity aimed at ensuring that each participant learns the steps of each skill and performs them. Individuals “turn to their neighbor,” briefly discuss each SCORE Skill, verbally rehearse the steps of each skill, then practice each skill in one of the role-play situations provided.

OPTION 2: In Option 2, participants will first discuss an assigned SCORE Skill in a “specialty” group. Individuals will then regroup so each skill will be represented in the new group by others in the new group using the “SCORE Skills Fact Sheet” that they filled out in the specialty group.

1. The audience should count off from 1 to 5 until each person has a number.* People with the same numbers will form groups around the room. For example, everyone who is #1 will be in group #1, all #2s will be in another group, and so on. Each group will be assigned one of the SCORE Skills to review: #1 group will review “Share Ideas,” #2 group will review “Compliment Others,” #3 will review “Offer Help or Encouragement,” #4 will review “Recommend Changes Nicely,” and #5 will review “Exercise Self-Control.”
2. Hand out one “SCORE Skills Fact Sheet” for each person in each group specific to their assigned skill.
3. Each specialty group will spend about 15 minutes discussing their assigned skill, brainstorming rationales and example situations, preparing role-play demonstrations, and completing the Fact Sheet.
4. Once prepared to present each skill, individuals will return to their original seats.
5. New five-person groups will be formed by asking specialty groups persons #1-5 who are sitting in close proximity to form a group. Make sure all SCORE Skills are represented in each newly formed group.
6. Each person should take about 6 minutes to “teach” his or her specialty skill to the group, using the “SCORE Skills Fact Sheet” and prepared demonstration.

* If you have more than 20 or 30 people, you may want to give participants a card as they enter the workshop specifying the groups in which they will participate.

ACTIVITY: BECOMING FAMILIAR WITH THE SCORE SKILLS

Option 1:
Turn to Your Neighbor
(20 minutes)

MATERIALS:

SCORE Skill Cue Cards

SCORE Role-play Situations

DIRECTIONS:

1. Use your SCORE Skill Cue Cards to review the steps for each skill.
2. Turn to your neighbor and take turns saying the steps of each skill. Your purpose is to memorize the steps of each skill.
3. Each person should choose a role-play situation for each skill. Then turn to your neighbor and role-play the situation. (Be sure to use all the steps of the skill.) Finally, your partner will give you feedback on your performance.

ACTIVITY: BECOMING FAMILIAR WITH THE SCORE SKILLS

OPTION 2: JIGSAW

(45 minutes)

MATERIALS:

SCORE Skill Cue Cards

SCORE Skills Fact Sheet

DIRECTIONS (PART 1):

1. Spend 5 minutes reading about & discussing your assigned specialty skill. Discuss any peculiarities or questions you have about the skill as you prepare a description of this skill and complete the Fact Sheet with the group.
2. Spend 5 minutes brainstorming rationales that teachers would use to tell their students about the benefits of using this skill. Then think of example situations in which this skill could be used.
3. Fill in the blanks on your Fact Sheet based on the group discussion.
4. Create a role-play demonstration that depicts how the skill is to be used.
5. If you have time, try to think of an activity that students could use to practice the skill.
6. Prepare to present the information on the Fact Sheet and the demonstration to your next group.

DIRECTIONS (PART 2):

1. Each person should spend about 6 minutes presenting his or her specialty skill to the new group until all of the SCORE Skills have been introduced.
2. Use any additional time to discuss questions.

SCORE SKILL FACT SHEET FOR
The "Share Ideas" Skill

Definition:

Participating actively by telling what you know, think, or believe.

Rationales about the benefits of using this skill in a group:

If you use the Share Ideas Skill, then

Situations where this skill could be used:

In school:

Out of school:

Characteristics of situations in which you can use this skill:

Any time you are working with others.

The skill steps are:

Sound: pleasant

Tell your idea.

Expression: pleasant

Eye contact

Role-play demonstration:

In-class or homework activity that students could use to practice this skill:

SCORE SKILL FACT SHEET FOR

The "Compliment Others" Skill

Definition:

Saying something nice or positive

Rationales about the benefits of using this skill in a group:

If you use the Compliment Others Skill, then

Situations where this skill could be used:

In school:

Out of school:

Characteristics of situations in which you can use this skill:

Any time you see something you like or something that has been done well.

The skill steps are:

Sound: pleasant

Say something nice

Expression: pleasant

Eye contact

Role-play demonstration:

In-class or homework activity that students could use to practice this skill:

SCORE SKILL FACT SHEET FOR

The "Offer Help or Encouragement" Skill

Definition:

Volunteering to assist someone (offering help) or giving your support to someone and telling the person that you think he or she can do something (offering encouragement).

Rationales about the benefits of using this skill in a group:

If you use the Offer Help or Encouragement Skill, then

Situations where this skill could be used:

In school:

Out of school:

Characteristics of situations in which you can use this skill:

Any time you see someone who is stuck, asks for help, is trying to do too much, or who looks discouraged or seems upset.

The skill steps are:

Sound: pleasant

Expression: pleasant

Eye contact

Ask if the person wants help.

Give help.

Offer encouragement.

Role-play demonstration:

In-class or homework activity that students could use to practice this skill:

SCORE SKILL FACT SHEET FOR

The “Recommend Changes Nicely” Skill

Definition:

Thinking about the work that has been done, explaining what might be changed, and suggesting how to change it in a pleasant manner.

Rationales about the benefits of using this skill in a group:

If you use the Recommend Changes Nicely Skill, then

Situations where this skill could be used:

In school:

Out of school:

Characteristics of situations in which you can use this skill:

Any time you are working with someone and the person shows you work or asks for feedback.

The skill steps are:

Sound :neutral

Expression: neutral

Eye contact

Say what was good.

Explain what could be changed.

Make a suggestion.

Role-play demonstration:

In-class or homework activity that students could use to practice this skill:

SCORE SKILL FACT SHEET FOR

The "Exercise Self-Control" Skill

Definition:

Remaining calm when someone is saying something negative to you.

Rationales about the benefits of using this skill in a group:

If you use the Exercise Self-Control Skill, then

Situations where this skill could be used:

In school:

Out of school:

Characteristics of situations in which you can use this skill:

Any time someone tells you that something is incorrect and/or recommends that something be changed.

The skill steps are:

Sound :neutral

Expression: neutral

Eye contact

Count to 5.

Ask a question.

Say "thanks" or "okay."

Role-play demonstration:

In-class or homework activity that students could use to practice this skill:
