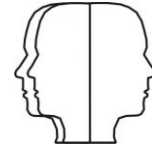


Lesson 3 – Social Skill: Asking Questions



Summary and Rationale

Asking questions is the second social skill that provides a foundation for group interactions and group norms. Learning to ask questions to receive information is critical for one's own needs and is an important skill for group members to master in their quest to take charge of their thinking and take control of their lives.

Concepts and Definitions

Asking questions is a basic social skill that helps us meet our needs by getting information or gaining clarification while encouraging others to help us.

Objectives – As a result of this lesson the group members will:

1. Describe the importance of **asking questions**.
2. Perform the steps of **asking questions** during the lesson.
3. Perform the steps of **asking questions** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
All Group Members

Activity 8: Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

Charts – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



Handouts – Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



H-3-1-Pocket Skill Cards
H-3-2- Homework Sheet

Presentation Slides – Make transparencies if a projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



P-3-1-Lesson Title
P-3-2-Active Listening Skill
Steps
P-3-3-Homework Review
P-3-4-Asking Questions
P-3-5-Asking Questions Skill
Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

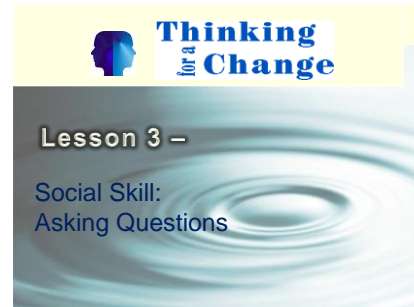
Activity 1: Homework Review

Last time, we began our exploration of social skills, and how skills are taught. We also introduced the first skill in this program, **active listening**. Who remembers the four steps of that skill?

(Answer: Look at the person who is talking; think about what is being said; wait your turn to talk; say what you want to say.)



P-3-1



Solicit responses.



P-3-2



Don't "re-teach" skill; provide a quick review of the steps of the skill.

Your homework was to practice using the **active listening** skill. Take out your homework reports and let's quickly review them.

- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

Activity 2: Overview of Social Skill: Asking Questions

Today, you will learn another important basic skill to use when getting along with others, either individually, or in a group. The skill is **asking questions**.



P-3-3

Home Work Review

- When did you practice the skill?
Where? With whom?
- What did you do to follow each step of the skill? Be specific
- Tell us another situation where you will use the skill



Choose a volunteer group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any one's homework.

Define the Skill

Who can define what asking questions means?

(Example answer: Asking questions is a way for individuals to seek and gain information that is important for them to have.)

Why do we ask questions?

(Example answers: To get more information, to try to understand better.)

That's right. Asking questions means that you want to get information about something that is important to you. For example, you may ask questions to get directions, to learn more about something, or to help you complete an assignment.

What are some other examples of situations where you might need to ask questions to get more information?

(Example answers: Ask my teacher if I can get help with an assignment. Ask a Correctional Officer for help with paperwork. Ask my Probation Officer when I am going back to court or what might happen in court. Ask my friend if I can borrow his IPOD).

We will have an opportunity to talk more about what **asking questions** means in a



P-3-4

Asking Questions - Definition

■ You want to get more information about something that is important to you

Examples –
□ Directions for something

□ More information

□ Clarification about an assignment



little bit, but right now we are going to review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **asking questions**.

After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the near future and then you will have a chance to try it out here.

Review Action and Thinking Steps

Definition

Remember last week we talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What was a thinking step about?

(Answer: A thinking step is something you say to yourself and can't be seen or heard by others.)

What do we do during Thinking for a Change when doing a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what

was that about?

(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Step 1, “Decide what you would like to know more about, is that a thinking step or an action step?”

(Answer: Thinking)

Step 2, “Decide whom to ask,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 3, “Think about different ways to ask your question and pick one way,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 4, “Pick the right time and place to ask your question,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 5, “Ask your question,” is that a thinking step or an action step?”

(Answer: Action)

What questions do you have about the steps



P-3-5

Asking Questions

1. Decide what you would like to know more about
2. Decide whom to ask
3. Think about different ways to ask your question. Pick one way
4. Pick the right time and place to ask your question
5. Ask your question

Be sure to take every opportunity to read the steps of the skill and to have group members read them – don’t just say the number when referring to them.

Thank each individual and provide positive

of this skill, **asking questions?**

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Asking Questions

Now Mr./Ms. and I will model the skill for you. Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

I am about to be released from doing 12 years for drug possession and need to find out about a Narcotics Anonymous group in my neighborhood. I need to ask where I can get the information.

Modeling Display Option #2 – Probation or parole settings:

Things are very busy at work these days. I need some time off to go visit my probation/parole officer.

Modeling Display Option #3 – Generic setting for youth:

feedback for participation.



H-3-1

Pocket Skill Cards, Asking Questions

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting: Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is the main

Content**Notes**

I have a friend with an eating disorder. I am concerned that my friend may be relapsing. I want to find out more about what is going on.

actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step (e.g. steps 1, 2, 3, & 4).

Be sure you identify different ways to ask your question and clearly pick the best alternative.

Identify three choices for steps 2 and 3. For example: I can ask my

Activity 4: Discuss Modeling Display

Probation Officer; I can ask the counselor; I can ask my friend who is a druggie (for step 2). For step 3: I can raise my hand in the group and ask; I could stop the counselor in the hallway when I see her; or I can make an appointment with a counselor.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill.

Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

Did ____ demonstrate step 1, “Decide what you would like to know more about”? What did ____ decide?

Did ____ do step 2, “Decide whom to ask”? What was the decision for this step?

Did ____ practice step 3 and “think about different ways to ask the question and then pick one way”? How many different ways did ____ think about? What were the different ways? Which option did ____ choose?

In Step 4, did ____ “pick the right time and place to ask the question”? What evidence did you see or hear?

And step 5, “Ask your question,” how did ____ model that? What evidence did you see or hear?

(Example answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Group Members Identify a Specific Situation

Now that you have seen a model of the skill; what is a current or immediate future situation where it will be important for you to use **asking questions?**

Pick something that is likely to occur before the next session.

This is important because what you identify and role play here is what you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (A specific time and day that it will be important for you to practice it.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the

skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

To whom will you be **asking a question**?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill the best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind the main actor, of the person with whom the skill will be used in the real life situation).

Set the stage for the role play, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example,

To the Co-actor

Try to play the part of ____ as best you can.
Say and do what you think ____ would do in this situation.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have

In fact, (*group member name*), you watch and determine how (*main actor*) did with step 1 “Decide what you would like to know more about”? Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), watch for step 2 and see if (*main actor*) correctly decides whom to ask. Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look for step 3, “Think about different ways to ask your question and pick one way.” Be sure to note if (*main actor*) points to his head since this is a thinking step.

(*Group member name*), look to see if (*main actor*) does step 4, “Pick the right time and place to ask your question.” Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look to see if (*main actor*) does step 5, “Ask your question.”

Begin Role Play

Let’s start. Remember: Keep it brief.

all of the group members observing a step.

Whether assigning steps to watch or during performance feedback, ensure that you or a group member always reads the entire step aloud (as opposed to just saying, “step 1”).

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn’t, **stop** the role play, provide

Activity 6: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Decide what you would like to know more about”? What did (*main actor*) do for that step?

Who had step 2, “Decide who to ask”? Who did (*main actor*) decide to ask? Did (*main actor*) point to his/her head as he/she was thinking about what was being said?

Who had step 3, “think about different ways to ask your question and pick one way”? What were the different ways he/she thought

coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, “yeah, he did step one, or he did the step" does not provide specific detail.

For action steps in the skill, have the group

of? Did (*main actor*) pick one way? What was the choice?

Step 4, “Pick the right time and place to ask your question”? When and where did (*main actor*) decide to ask his/her question?

And who had step 5 “Ask your question”? How did (*main actor*) do that step?

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to their head) that confirms the main actor completed the step of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing

Activity 7: Repeat Activities 5 and 6 with All Group Members

Now, who would like to go next? Okay, *(group member name)* as I recall, your situation was ...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4.

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-3-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.

Activity 9: Wrap-up

Next time you will have an opportunity to review your homework and see how well you did practicing, **asking a question**. Then you will learn a new skill. See you then, and take care.

transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.