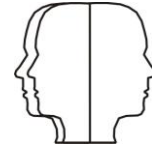


# Lesson 5 – Social Skill: Knowing Your Feelings



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## Summary and Rationale

This lesson expands and reinforces the social skills already learned in the previous lessons. Group members need practice focusing on and identifying their feelings. Frequently feelings may be confused with one another and not labeled correctly, often leading to vaguely described but very strong emotions. This lesson also lays a foundation for the lessons that teach the steps of the skill of cognitive self-change.

## Concepts and Definitions

**Feelings** are emotions and their accompanying physical sensations. We have feelings almost all of the time but don't always pay attention to them.

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

1. Describe the importance of **knowing your feelings**.
2. Perform the steps of **knowing your feelings** during the lesson.
3. Perform the steps of **knowing your feelings** 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:** 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-5-1-Feelings Faces Sheet  
H-5-2-Pocket Skill Cards  
H-5-3-Homework Sheet

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

Denoted in lesson plan with this  
symbol:



P-5-1-Lesson Title  
P-5-2-Giving Feedback Skill  
Steps  
P-5-3-Homework Review  
P-5-4-Knowing Your Feelings-  
Definition  
P-5-5-Knowing Your Feelings  
– Skill Steps

<b>Equipment</b>	<b>Supplies</b>
<ul style="list-style-type: none"> <li>▪ Easel (chart stand)</li> <li>▪ Projector to show presentation slides</li> <li>▪ Projection screen or suitable surface</li> </ul>	<ul style="list-style-type: none"> <li>▪ Chart paper</li> <li>▪ Markers</li> <li>▪ Masking tape</li> <li>▪ Copies of handouts</li> </ul>

## 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

In this lesson you will continue to explore social skills. In the last session you learned about **giving feedback**, a skill that will help you get along with others, either individually, or in groups. Who remembers the steps of the skill, **giving feedback**?

*(Answer: Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings; Decide what kind of information you wish to provide; Think about different ways to give the information and pick one way; Pick the right time and place to give feedback; Give the other person the information in an objective manner.)*

Your homework was to practice using the **giving feedback** skill.

Take out your homework reports and let's quickly review.

- 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.



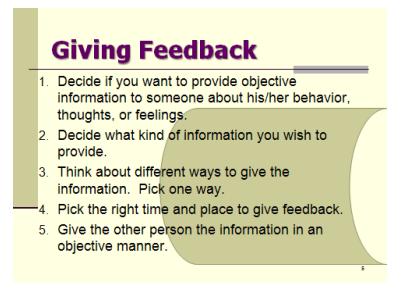
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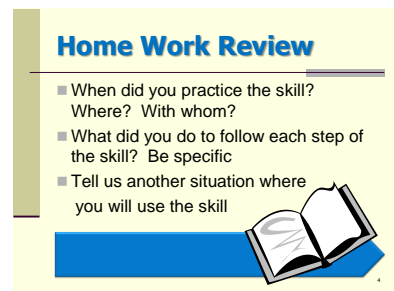
Solicit responses.



P-5-2



P-5-3



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

Repeat with all group

Who would like to begin?

## Activity 2: Overview of Social Skill: Knowing Your Feelings

Today, you will learn another skill to use when getting along with others, either individually, or in a group. The skill is: **knowing your feelings**. What does **knowing your feelings** mean to you?

*(Example answers: Recognizing what is going on inside of me; identify what is happening inside of me; being able to identify what emotions I am having. Labeling or naming what those feelings are (anger, joy, fright)*

Right, your feelings connect to your actions. Stopping to know how you feel is an important step in having control over what you do.

### Define the Skill

**Knowing your feelings** is defined as steps you use to tune into what is going on inside

members.

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



P-5-4

that makes you think or act in a certain way.

### Optional Handout Review

Let's take a minute to review some information about feelings.

We will have an opportunity to talk more about what **knowing your feelings** means to you in a little bit, but right now let's review the skill steps. Then Mr./Ms. \_\_\_\_\_ and I will do a brief vignette that shows you the steps of the skill, **knowing your feelings**.

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

### Review Action and Thinking Steps

#### Definition

Remember last week we talked about how

#### Knowing Your Feelings - Definition



Steps we use to tune into what is going on inside of us that make us think or act in a certain way



H-5-1 - Feelings

Faces

Review the "Feelings Faces" handout if you think it would be helpful to the group.

(End optional exercise.)

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 that you say to yourself and that can't be seen.)*

What are you supposed to do 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 you can actually see the person doing that skill step.)*

### **Skill Step Identification**

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step?

*(Answer: Tune in to what is going on in your body that helps you know what you are feeling. Thinking.)*

Would *(group member name)* read step 2 and tell us if it is a thinking step or an action



P-5-5

### **Knowing Your Feelings**

1. Tune in to what is going on in your body that helps you know what you are feeling
2. Decide what happened to make you feel that way
3. Decide what you could call the feeling



Be sure to take every opportunity to read the

step?

*(Answer: Decide what happened to make you feel that way. Thinking.)*

*(Group member name)*, please read step 3, and tell us if it is a thinking or action step.

*(Answer: Decide what you could call the feeling. Thinking.)*

What questions do you have up to this point about the steps of the skill, **knowing your feelings**?

### **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: Knowing Your Feelings**

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:**

My cellmate just falsely accused me of taking his stash of candy and I want to punch him in

steps of the skill – don't just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.



H-5-2

#### **Pocket Skill Cards, Knowing Your Feelings**

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,



the mouth. I have a vague, intense emotion, which I need to identify. It is probably anger. My face is flushed, and fists clenched, my stomach is all jittery.

**Modeling Display Option #2 – Probation or parole settings:**

My parole officer has just told me that I need to come in to see him 4 times next month instead of the usual 2. He said this is because of a change in departmental policy and there is nothing that he or I can do about it. My face is flushed, I'm breathing rapidly, and I don't know what to say. This will impact my work, my transportation situation, and will really put a burden on me. I feel annoyed.

**Modeling Display Option #3 – Generic setting for youth:**

I have just found out I am (my girlfriend is) pregnant. I have to tell my mom/dad/guardian the news. My mouth is dry, my heart is racing, and my stomach is fluttering. I feel scared, but also excited.

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 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.

**Activity 4: Discuss Modeling Display**

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

As you model the skill be sure to identify the physical reactions you have such as flushed face, clenched fists, gritting teeth (any physical reaction that supports the feeling).

Also be certain to indicate the reason for the emotion when doing step 2.

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

In step 1, did \_\_\_\_\_ “tune into what was going on in his/her body to help him/her know what he/she was feeling”? What evidence did you see or hear?

In step 2, did \_\_\_\_\_, “decide what happened to make him/her feel that way?” What did \_\_\_\_\_ decide? How did \_\_\_\_\_ show that he was thinking about this decision?

Did \_\_\_\_\_, “decide what he/she could call the feeling,” in step 3? What feeling or feelings did \_\_\_\_\_ name?

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?”

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

### **Group Members Identify a Specific Situation**

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here 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 would you practice it? (Specific time and day.)
- Where could you practice it? (Specific location.)

### **Transition**

Great, 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

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 members to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

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**

Who will be involved when you need to **know your feelings**?

#### **Set the Scene**

Where are you?

How is the room furnished?

Are you standing or sitting?

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

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 playing, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

**To the Co-actor**

Try to play the part as best you can. Say and do what you think \_\_\_\_ would do as (*main actor*) follows the steps of the skill.

**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.

In fact, (*group member name*), you watch step 1 and see if (*main actor*) tunes in to what is going on in his/her body that helps with

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 all of the group members

knowing what he/she is feeling.

Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 2 and see if (*main actor*) decides what happened to make him/her feel that way.

Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 3 to determine if (*main actor*) decided what he/she could call the feeling.

Be sure to note if he/she points to his/her head since this is a thinking step.

### **Begin Role Play**

Let's start. Remember, this should take just 1 or 2 minutes.

observing a step.

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 coaching, and begin again.

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

## 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, “Tune in to what is going on in your body that helps you know what you are feeling”? Did (*main actor*) do that? What was going on in (*main actor’s*) body? How do you know that?

Who had step 2, “Decide what happened to make you feel that way”? Tell us if (*main actor*) did that. Did he/she point to his/her head as he/she was deciding? What did (*main actor*) decide was the cause?

Who had step 3? Did (*main actor*), “decide what he/she could call the feeling”? Did he/she point to his/her head as he/she was deciding what kind of information to provide? What feeling did he/she identify?

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 member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed



**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 the role player?

**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.

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

### 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?

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

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 (Discuss Modeling Display).

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



H-5-3 Homework Handout

Completing the homework assignment 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 the skill, **knowing your feelings**. Then you will learn a new skill. See you then, and take care.

critical.

It is an opportunity for each group member to 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.

