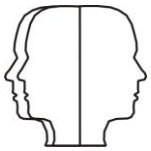
Lesson 13 –
Social Skill: Apologizing



Summary and Rationale

This social skills lesson teaches individuals to express regret or ask forgiveness from an individual or a group of individuals for something they did or for a particular situation.

Concepts and Definitions

Apologizing is a statement of regret one person makes to another individual or group of people for something they did, or something that they may have caused to happen.

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

1. Describe the importance of **apologizing**.
2. Perform the steps of **apologizing** during the session.
3. Perform the steps of **apologizing** 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-13-1-Pocket Skill Cards
H-13-2-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-13-1-Lesson Title
P-13-2-Making a Complaint
P-13-4-Homework
P-13-4-Homework, continued
P-13-5–Apologizing Definition
P-13-6–Apologizing Skill Steps

Equipment	Supplies
▪ Easel (chart stand) ▪ Projector to show presentation slides ▪ Projection screen or suitable surface	▪ 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.

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Activity 1: Homework Review

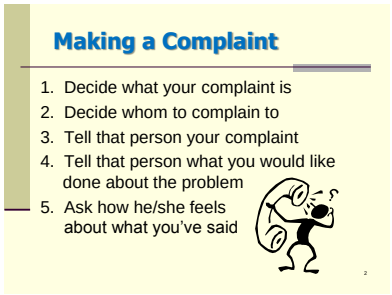
Welcome back to another session of **Thinking for A Change**! Before learning a new skill, let's briefly review the last skill you learned. **Making a complaint** was a way to decide what to complain about and to whom.

Will *(group member name)* volunteer to read the skill steps for us?

(Answer: Decide what your complaint is; Decide whom to complain to; Tell that person your complaint; Tell that person what you would like done about the problem; Ask how he/she feels about you've said.)

P-13-1

P-13-2



Ask a group member to read the steps of the skill. (If there is time, you may wish to have different group members take turns reading a step of the skill and say whether it is a thinking step or an action step.)

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Your homework was to practice using the skill, **making a complaint**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- 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?

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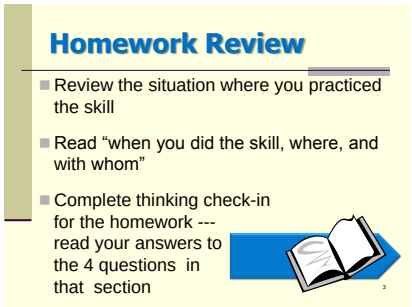

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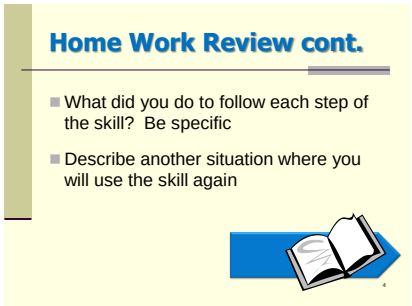

Choose a group member and take a minute to review the homework.

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. Reinforce appropriate thinking check-ins.

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Activity 2: Overview of Social Skill: Apologizing

Today you will learn another skill, **apologizing**. What do you think this skill, **apologizing,** is about?

(Example answer: Telling someone you are sorry when you have hurt their feelings or done something wrong.)

Why do you think it might be an important skill for you to have "in your pocket?"

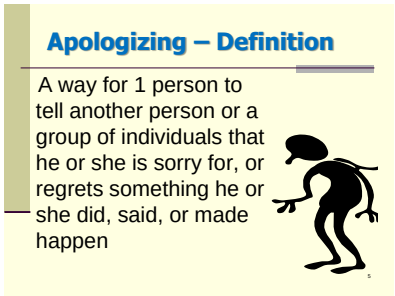
(Example answers: It teaches us a way to show when we feel sorry about or regret something we have done. It teaches us a way to ask forgiveness from an individual or a group of individuals for something we did or for a particular situation.)

Define the Skill

Apologizing is a way for one person to tell another person or a group of individuals that he/she is sorry for or regrets something he/she did, said, or made happen.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to apologize (or knew that you should apologize) to another

P-13-5



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person. We will have an opportunity to talk about what **apologizing** means to you and how you might use it in a little bit. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **apologizing**. 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 here in class. **Review Action and Thinking Steps Definition** Remember, 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 do you do when using 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?	

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(Answer: It is called that because we can actually see the person doing that skill step.)	
Skill Step Identification	P-13-6
(*Group member name*) read step 1 of the skill and say if it is a thinking step or an action step.	**Apologizing – Skill Steps** 1. Decide if it would be best for you to apologize for something you said or did 2. Think of the different ways you could apologize 3. Choose the best time and place to apologize 4. Make your apology
(Answer: Decide if it would be best for you to apologize for something you said or did. Thinking.)	
(*Group member name*) read step 2. Is this a thinking step or an action step?	Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.
(Answer: Think of the different ways you could apologize. Thinking.)	
Would (*group member name*) read step 3 of the skill? Is it a thinking step or an action step?	Ask a different group member to read each step of the skill (in sequential order).
(Answer: Choose the best time and place to apologize. Thinking.)	
(*Group member name*) read step 4. Is it a thinking step or an action step?	As they read the skill step, have the individual (or the group) identify whether the step is a thinking step or an action step.
(Answer: Make your apology. Action.)	Thank each individual and provide positive feedback for participation.

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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).	H-13-11 Pocket Skill Cards, **Apologizing**
## Activity 3: Model the Skill: Apologizing Now Mr./Ms. _____ and I will model the skill for you. Here is the situation.	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.
Modeling Display Option #1 – For institutional settings, adult or youth: I did not complete my **Thinking For a Change** homework. I need to apologize to the group.	Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.
Modeling Display Option #2 – Probation or Parole settings: I used a curse word when my Probation/Parole Officer told me I had violated the conditions of my release. I need to apologize to him/her for using a curse word.	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.
Modeling Display Option #3 – Generic setting for youth: My brother and I are playing football and I kick the ball right through the neighbor's window.	Tell group members which facilitator is modeling the skill.

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	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 thinking steps (steps 1, 2, and 3). As you model the steps, exaggerate the qualities of each. Model alternative thinking. For example, in step 2, identify at least three ways you could apologize: You might say sorry directly to the person; write a note; call the person on the phone; send flowers; offer to make it up to the

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	other person, etc.).
Activity 4: Discuss Modeling Display	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 step 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?" (*Answer: He/she pointed to his/her head and said…*)
In step 1, did _____ "decide if it would be best for him/her to apologize for something he/she said or did"? What evidence did you see or hear?	Group facilitators should solicit answers from group members that are specific to the modeling display.
In step 2, did _____ "think of the different ways he/she could apologize"? How many different ways to apologize did _____ think of?	Facilitators should solicit answers from group members that are specific

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What were they?	to the modeling display.
How about step 3? Did _____ "choose the best time and place to apologize"? What time and place did he/she choose?	Group facilitators should solicit answers from group members that are specific to the modeling display.
And step 4, did _____ "make an apology"? What was said and done?	Facilitators should solicit answers from group members that are specific to the modeling display.
Group Members Identify a Specific Situation	Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, where.
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.	It is critical that you get the group member to be as specific as possible.
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.	
• The current or immediate future situation.	
• With whom will you practice the skill?	

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• When will you practice it? (Specific time and day.) • Where will you practice it? (Specific location.)	
Transition Great, everyone has had the opportunity to describe the situation where they will use the skill.	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.
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.	Remind the group that everyone will have an opportunity to try out the skill during the session with the situation he/she has described.
Activity 5: Group Members Role Play Skill **To the Main Actor** To whom will you be **apologizing**?	Designate the volunteer group member as the main actor, and ask him/her to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation).
Set the Scene Where will you be when you are using this skill? How is the room furnished?	Set the stage for the role playing, including props, arrangements, and set

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Are you standing or sitting?	description.
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.	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."
	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.
To the Co-actor	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.)
Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill.	
Please don't ham it up. Remember that we want *(main actor)* to succeed in performing the steps of the skill.	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.
Assign Each Group Member a Skill Step	Each group member will have a step in the skill to

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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 to see how well (*main actor*) decides if it would be best for him/her to apologize for something he/she said or did. (*Group member name*), you look for step 2 and see if (*main actor*) thinks of the different ways he/she could apologize. (*Group member name*), look for step 3 and see how well (*main actor)* does at choosing the best time and place to apologize. (*Group member name*), see if (*main actor*) carries out step 4 and actually makes an apology.	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 observing a step.
Begin Role Play Let's start. Remember, this should take just 1 or 2 minutes.	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

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	more than 1- 2 minutes.
Activity 6: Discuss Role Play	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.
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 if it would be best for you to apologize for something you said or did"? Did (*main actor*) do that? What evidence was there? And step 2? Did (*main actor*) "think of the different ways he/she could apologize"? What were the different ways that (*main actor*) thought of? Who had step 3? Did *(main actor)* "choose the best time and place to apologize"? What time	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

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and place did he choose? And step 4? Did (*main actor*) apologize? What, specifically, was said or done?	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 his/her head) that confirms the main actor completed the steps of the skill.
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.	At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; "You have followed the steps in order,

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	as modeled." Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.
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…	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.
Activity 8: Assign Homework Now that you have had an opportunity to try the skill, when, between now and the next lesson 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 the one you just role-played and where you tried out the steps of the skill.	H-13-2- Homework Handout Completing the homework assignment is 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

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• 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. • Remember, your homework must include a thinking check-in. **Activity 9: Wrap-up** Next time you will learn another social skill. We will also review your homework using the homework sheet to see how well you did practicing **apologizing**. See you next time.	homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.