

A Programmed Course in
Friendship-Building
and Social Skills

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Introduction

Having good relationships with other people is central to psychological health and happy living. This book is meant to teach the skills for good relationships.

This book, like “Programmed Readings for Psychological Skills,” has language meant to be simple enough for children to use in practicing reading or listening skills. Yet though the language is simplified, the ideas are relevant to all ages.

The questions that come after each paragraph are meant to be easy, if the reader “tunes in” to the paragraphs preceding them. No one should feel insulted if the questions are “too easy”; that’s how programmed instruction is meant to be. Programmed instruction ideally allows nearly errorless performance. The simple language in this book makes it easier to take it easy and relax while learning.

One way to use this book is for a solitary learner simply to read it and answer the questions. I find that it’s more fun for young learners to go through the book with an older preceptor.

Here’s a simple way in which two people can go through this book together. The two of them read each section, either aloud or silently. The learner answers the question at the end of each section. The preceptor expresses

his enthusiastic agreement if he thinks the learner got the right answer.

If the learner needs a lower level of challenge, the preceptor can simply read each section to him, and let the learner answer the questions. Or preceptor and learner can take turns answering the questions.

If the learner needs a higher level of challenge, and particularly if the skill of concentrating on written or spoken passages is one the learner can benefit from practicing, the learner can do the “reflections exercise” with each numbered vignette. A reflection is an utterance that paraphrases what you have just heard (or read), to make sure you understood it correctly. To do a reflection with written paragraphs, you pretend that you have heard the author speak to you, and you speak back. If you start your sentence with one of the following phrases, you can be pretty sure you are using a reflection:

So you’re saying _____?

What I hear you saying is

_____.

In other words, _____?

So if I understand you right,

_____?

It sounds like _____.

Are you saying that _____?

You’re saying that _____?

Introduction

The preceptor and learner can work together with the reflections exercise by taking turns reading sections and reflecting. The learner reads the section and answers the comprehension question, and the preceptor reflects. Then the preceptor reads the vignette, the learner answers the comprehension question, and the learner reflects. When they do it this way the preceptor gets a chance to model taking pleasure from reading in an expressive voice, to model doing good reflections, and to model not getting fatigued. You can often cover many more sections taking turns than you could if the student read every vignette.

Doing the reflections exercise with these vignettes accomplishes a good number of things at once. The learner can absorb a lot of information about friendship-building. The learner gets to practice reading fluently and expressively; almost all people can benefit from this skill. The learner gets to practice using reflections; this is a very useful interaction skill that promotes understanding among people. The learner gets to practice language comprehension and language expression each time he hears a vignette and renders it into his own words. The skills of comprehending language and using language to express ideas are probably the two most important goals of academic education.

On many occasions I've had the chance to explain a couple of important points to adults who find that a child

gets almost all the answers right when reading this book. "He already knows what to do," they infer; "his problem is doing it!" Sometimes the adult will even conclude, "He gets the right answers, so we're wasting our time with things he already knows." For two important reasons, these inferences are incorrect. First, in programmed instruction, the plan is to test on an idea so soon after it has been presented that you will get the right answer even if you knew nothing about the subject to begin with. And second, if you spend lots of time reading models of good social skills, you are accomplishing the beginnings of fantasy rehearsals of the positive patterns by sending them through your neuronal circuitry, even if you already have the verbal facility to label them expertly. The difference between "knowing what to do" and "doing it" often consists in several hundred, or perhaps several thousand, fantasy rehearsals. (For more on fantasy rehearsals, you may want to check out another of my books, *Exercises for Psychological Skills*.) To summarize: keep at the job, and don't worry about the child's successes; enjoy them!

If you have any comments on this work, you may contact me by email at joestrayhorn@juno.com.

Principles for Friendship-Building

1. Know the value of friendships.
2. Don't be too picky; find something to enjoy.
3. Don't imitate friends' bad habits.
4. Use greeting and parting rituals.
5. Start socializing without interrupting.
6. Use joyousness and fortitude, to avoid unnecessary bad feeling.
7. Reinforce the other person.
8. Use tones of approval and enthusiasm.
9. Use politeness and good manners.
10. Don't contradict too much.
11. Don't criticize too much.
12. Don't be too bossy.
13. Choose what to talk about.
14. Be a good listener.
15. Know when to stop talking and listen.
16. Learn to do fun and useful things.
17. Remember that games are for fun.
18. Cultivate a good sense of humor.
19. Invite the other person to be with you.
20. Balance carefulness with courage about "social danger."
21. Be kind; try to make the other person happy.
22. Stick up for your own way when it's reasonable.
23. Be honest.
24. Keep your temper.
25. Handle rejection.
26. Seek friendships worthy of lasting throughout years.

Know the Value of Friendships

1. This book is about making and keeping friends. It's about having good relationships with people. It's about some of the important ways that people make each other happy.

Who can your friends be? They can be people your own age, and people younger and older than you are. They can be people inside your family as well as those outside it. In fact, the people in your own family are probably the most important people to use good friendship-building skills with.

This book defines a "friend" as

- A. outside your family,
- or
- B. anybody you have a good relationship with?

2. A boy says, "I don't need to know anything about friendship-building skills. I have several good friends, all that I want, in fact." But this boy and his sister say mean and insulting things to each other every day. The boy and his mother very often have loud arguments in which they say hurtful things to each other. They boy almost never does things with his mother or sister that both people enjoy.

Do you think that it possibly could be a good idea for the boy to learn more about friendship-building skills, so that

he can use them in a better way with the people in his own family?

- A. Yes,
- or
- B. no?

3. A man says, "I don't need to know any more about friendship-building skills. All my life I've had some good friends." Yet this man and his wife hardly ever have conversations together that both of them enjoy. They seldom laugh together. He almost never compliments her. They don't do fun things together. They seem to be drifting toward a divorce.

Do you think that it is possible that if this man tried harder to use friendship-building skills with his wife, they might be happier together?

- A. Yes,
- or
- B. no?

4. Why are friendship-building skills important? Here are only a few of the reasons:

- 1. Friends can help each other.
- 2. Friends have fun with each other.
- 3. Friends want to solve disagreements in a kinder way.

Are these

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- A. all the reasons to have friends,
or
- B. only a few of the reasons?

5. John got a basketball hoop. He wanted to put it up. But he could not put it up by himself. John asked his friend Ted to help. Ted came over and worked with John. They got the goal up.

This is an example of how:

- A. friends help each other,
or
- B. friends want to solve disagreements in a kinder way?

6. Later, Ted went out of town. Ted said, "John, could you please take care of my dog while I am gone? John was glad to help his friend. He fed the dog and took him for long walks.

Is this an example of how:

- A. friends help each other,
or
- B. friends want to solve disagreements in a kinder way?

7. One day John was lonely. He went to Ted's house. They played basketball together. Then they got the idea to make up a play and act it out together. They made a movie of their play. It was very funny. They laughed a lot as they watched their movie.

Is this an example of how:

- A. friends have fun with each other,
or

- B. friends want to solve disagreements in a kinder way?

8. A husband and wife read the newspaper together. One of their country's leaders did something that they did not like. They both felt mad. They talked with each other about what had happened. They enjoyed talking about it. It was fun to find out that they agreed with each other. It was fun to share their thoughts.

Is this an example of how:

- A. friends have fun with each other,
or
- B. friends help each other with work?

9. There are a brother and a sister. They have fun singing songs with each other. They spend lots of time making pretty music with each other. They love how when they sing in harmony, it sounds a lot better than either person singing alone.

Is this an example of how:

- A. friends have fun with each other,
or
- B. friends want to solve disagreements in a kinder way?

10. Suppose that the same brother and sister are swimming. One wants to stay longer, and the other wants to go home. But they have to stay together.

Because they have had so much fun together, they feel good about each other. They don't want to get mad at the

Know the Value of Friendships

other. They talk calmly. They agree to stay a little longer at the pool, and then go home.

Is this an example of how:

A. friends want to solve disagreements in a kind way,

or

B. friends want to solve disagreements in an unkind way?

11. Two men were driving their cars. Their tires slid on some wet leaves. Their cars bumped into each other.

The two men got out of their cars. They were mad. They felt ready to have a fight. Then each saw who the other one was. They were buddies. They had talked with each other a lot. They had gotten together to watch sports on TV. One of them started laughing. The other one did too. They got their cars fixed and stayed friends.

Is this an example of how

A. friends want to solve disagreements in a kind way,

or

B. friends help each other with chores at their homes?

12. Some married people are good friends, and some are not.

A husband and a wife like to talk with each other. They tell each other lots of ideas. They tell each other funny things. They like to chat while they clean up the house. They like to dance

with each other. If one of them has a problem, the other tries to help with it.

Does it sound like this husband and wife are

A. good friends,

or

B. not good friends?

13. A man and a woman are married. When the woman talks, the man watches TV. When she has a problem, he says, "Solve it yourself." When he gets some free time, he never invites her to do something with him. When they disagree, he gets very mad at her and yells loudly at her. He very often tells her that the things she is doing are wrong or stupid.

Is this man a good friend to his wife?

A. Yes,

or

B. no?

14. Jean and Kara like to walk through the woods. They like to go on hikes together. It is much more fun to hike when they can chat with each other.

Is this an example of how:

A. friends have fun with each other, or

B. friends help each other with work tasks?

15. One time when Jean and Kara were hiking, Jean noticed that her shoe was

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rubbing against her foot. She said, "I am afraid I will get a blister if it keeps rubbing like this."

Kara said, "I have some band-aids. Why don't you put one on the spot that is being rubbed?"

Jean tried it. It kept her skin from blistering. She was really glad that she had hiked with Kara rather than by herself.

This is an example of how:

- A. friends want to solve disagreements in a kind way,
- or
- B. friends help each other?

16. "Know the value of friendships" means that you try to have some good friends. It means that having good friends is one of your biggest goals.

Sara asks Lynn to be with her often. Sara says nice things to Lynn. Sara offers to help when Lynn needs help. Sara does some fun things that Lynn likes to do. When they disagree, Sara tries not to get too mad.

Is Sara trying to be a good friend to Lynn?

- A. Yes,
- or
- B. no?

17. People are often much more happy when they are building friendship with each other. Liking someone and being liked by someone else is one of the best things about being alive. That's the

reason for this book. It's to help you improve the skill of building your own friendships.

The skill of growing better relationships is something that

- A. people can get better at by studying and practice,
- or
- B. people can't change?

Don't Be Too Picky; Find Something to Enjoy

18. Suppose Judy were to think, "I don't want to be friends with Pam. She is too loud. I don't want Jane as my friend. She acts bratty sometimes. I don't want to be friends with Rick. He talks too much. I don't want to be friends with Lynn. She doesn't talk enough." Everyone that Judy met had some fault. Suppose that Judy then thought, "Why can't I find any friends!"

Do you think it's more likely that

- A. Judy is just unlucky,
- or
- B. Judy is too picky?

19. One day, Judy talked with Nancy. Nancy liked all the girls that Judy did not like. Judy said, "Nancy, how can you like these people? They all have such faults." And then Judy said what their faults were.

Nancy said, "You're right, Pam can be loud. But she is very funny, and I really love to joke around with her. And Jane can act spoiled sometimes, but she really loves to sing with another person. We have had a great time singing together. Rick talks a lot, but he will always be there when you need him. Lynn is quiet, but she is very polite. She loves to hike in the woods, and so do I."

Which girl was able to find something to enjoy about each of these people?

- A. Judy,
- or
- B. Nancy?

20. There was an old man who lived near Ron. The man did not like the kids who lived nearby. Sometimes the kids did bad things to the man, because they did not like him either. They put toilet paper on his yard one time. The man yelled at them to get off his yard when they played on it.

Did these kids find something to enjoy in this man?

- A. Yes,
- or
- B. no?

21. Ron started a newspaper. He wrote about things that went on with his neighborhood. He talked with people about their lives. He wrote what they told him and put it in his paper. He gave the paper to all the people who lived nearby.

Ron went to the old man. He said, "I would like to write about you for the paper, please. Could you tell me about your life?"

At first the man was not sure that he wanted to talk to Ron. But as they talked, the man began to trust Ron. He told him about things he had invented. He told him about places he had seen.

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His wife had known how to speak five languages. They had helped people in other countries. His wife had died. He had loved her very much.

Ron enjoyed hearing the man's ideas. After that, Ron and the man talked often.

The other kids read what Ron wrote in the paper. Ron took some of the other kids to visit the man. They liked to talk with him, too.

Did Ron find something to enjoy in the man?

- A. Yes,
- or
- B. no?

22. There was a boy named Lars at Cal's school. Not many people liked Lars, because he wore different sorts of clothes from what the other kids wore. Cal did not mind this. Cal sat down with Lars at lunch. Lars did not smile. He did not have much to say. Cal tried to talk with him. Lars did not talk back much. Cal told Lars a joke. Lars only smiled a little.

But Cal did not give up on finding something to enjoy in Lars. Do you think that Cal is

- A. being too picky,
- or
- B. not being too picky?

23. Cal said, "Do you want to play tic-tac-toe?"

Lars said, "Sure." Lars was great at this game. He taught Cal what he knew. Then Lars said, "Do you like to play chess?"

Cal said, "Yes, I like it very much."

Lars said, "Let's play some tomorrow."

The next day, Lars had a little chess set. Lars was really good at chess. He beat Cal easily. Cal said, "Can you teach me how you play chess so well?" Lars showed Cal lots of things. Cal thought, "He is great at teaching people to play these games."

Cal and Lars decided to start a chess club at school. Lars taught the kids in the club all the things he knew about how to win. They played against kids in other clubs, and they did really well.

Did Cal find something to enjoy in Lars?

- A. Yes,
- or
- B. no?

24. It is easier to make and keep friends if you are not too picky. You will have more friends if you are good at finding something to enjoy in all sorts of different people.

But finding something to enjoy does not mean that you have to trust people for things they are not trustworthy for.

Lisa was met a guy at a party. He had a wild sense of humor. He made her

Don't Be Too Picky; Find Something to Enjoy

laugh a lot. He said, "Let's go for a drive!"

Lisa said, "OK!" But the guy had been drinking too much alcohol. He drove too fast. They had a wreck, and Lisa was hurt very badly.

If someone makes you laugh, does that mean that the person has to be a trustworthy driver?

- A. Yes,
- or
- B. no?

25. Joe was in a park where there were lots of people. There were lots of police there. A man asked him, "Do you have any money to spare so that I can get something to eat?"

Joe said, "I have some sandwiches with me. I'll share some of my food with you."

The man was very grateful. Joe asked the man about his life. The man told Joe some very interesting things. Joe enjoyed talking with the man and helping him.

Did Joe find something to enjoy in this man?

- A. Yes,
- or
- B. no?

26. Then the man said to Joe, "Where do you live? Can I come over to your apartment?"

Joe did not trust the man enough to invite him to where he lived and be

alone with him. He politely said, "I don't think so. And I'm going to need to move on." He said good-bye and went on his way.

Joe thought, "Finding something to enjoy in that man doesn't mean that he is trustworthy."

Do you think that when Joe didn't put his trust in the man, he was

- A. making a good and careful decision,
- or
- B. being too picky?

27. It's easier to find something to enjoy doing with another person if you can let the other person know what you enjoy and don't enjoy.

Ned was at Jeff's house. Ned was playing with one of Jeff's computer games. Jeff did not enjoy this game. Jeff did not enjoy sitting and watching Ned play. But for a long time, Jeff sat and watched. He was thinking, "This is no fun. This is a waste of time."

Is Jeff

- A. finding something to enjoy,
- or
- B. not finding something to enjoy with Ned?

28. Finally Jeff says, "Hey Ned, I'm tired of this. Let's do something else together. There's a game called cooperative basketball. Do you want to play it outside with me?"

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Ned says, "I don't know how to play it, but if you'll teach me how, I'll give it a try."

It turns out that they both really like the game.

Did Jeff

- A. find something to enjoy with Ned,
or
- B. not find something to enjoy with
Ned?

Don't Imitate Friends' Bad Habits

29. Mary goes to visit her friend Jennifer. Jennifer is in the habit of saying that things are “just too *sick*.” She tells Mary about a teacher she has who is “too sick!” She sees that it is raining outside, and says, “Oh that weather is just too sick today.”

Later that evening, Mary's little brother shows her a picture he has drawn of a rocket blowing up an asteroid. He says, “It's to save the earth!”

Mary finds herself saying, “Oh, that is just too sick.” Mary's brother's feelings are hurt.

Did Mary imitate one of Jennifer's habits?

- A. Yes,
- or
- B. no?

30. We can imitate other people without even trying to do so. If we want not to imitate some bad habit, here's a way to do it.

Suppose you see your friend do something you don't want to imitate. You do a fantasy rehearsal of how you would like to act instead. That means you imagine yourself acting in the way you'd like to act.

Tom has a friend who screams and curses and swears when he gets frustrated. Tom sees his friend pitching a fit when he doesn't get his way. Tom

imagines the same thing happening to him. He quickly sees and hears himself saying, “I want to keep cool and handle this frustration well.” Then he pictures himself speaking and acting calmly.

Do you think this will make Tom

- A. less likely to imitate his friend,
- or
- B. more likely to imitate his friend?

31. Heather has a friend over to visit. When the friend's mom comes to pick her up, the friend pouts and says, “No, I don't want to go now.” The friend makes it hard for her mom.

Heather imagines her own mom coming to pick her up. She imagines herself saying to her friend, “I wish I didn't have to go now. I had a really good time.” She imagines herself leaving right away with her mom.

Do you think the fantasy rehearsal that Heather did makes her

- A. less likely to imitate her friend,
- or
- B. more likely to imitate her friend?

32. Rachel is with a friend. They are drawing pictures together. The friend says, “My drawing is better than your drawing!” Rachel imagines herself saying to a friend, “That's a pretty drawing. I like it a lot.”

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Later they are running outside. The friend says, "I can run faster than you can!" Rachel imagines herself saying to a friend, "We can both run fast."

Who do you think is practicing the better habits:

- A. Rachel,
- or
- B. Rachel's friend?

33. A friend is visiting Bill. The friend has a habit of grabbing things out of Bill's hands. Even though Bill says, "Please don't grab things away from me like that," the friend keeps doing it. His habit is too strong. Bill sometimes has to move things quickly, to keep his friend from grabbing them.

Bill imagines himself playing with another friend. He imagines that he wants to play with something the friend is holding. He imagines himself saying, "May I have that when you're done with it?"

Do you think this fantasy rehearsal will make Bill

- A. less likely to imitate his friend's bad habit
- or
- B. more likely to imitate his friend's good habit?

34. Norman is visiting a friend. The friend's father comes home. The father says, "Have you just been playing, Norman, or have you boys worked on your homework this afternoon?"

The friend says, "We worked on our homework right away, and then we played after that."

The father says, "Good going! You worked first, and then you rewarded yourself with some play!" The friend smiles. The father walks away.

But Norman knows that the friend was lying. They have not worked on homework at all.

Norman imagines the same thing happening to him. He imagines himself saying, "We've just been having fun. We put off the homework till later."

Do you think Norman's fantasy rehearsal will help him to be

- A. less honest,
- or
- B. more honest?

35. Suppose a child says to a parent, "May I please go and play with this friend?"

If you were the parent, for what type of child would you be more likely to say, "Yes":

- A. a child who imitates friends' bad habits,
- or
- B. a child who does not imitate friends' bad habits?

Use Greeting and Parting Rituals

36. Nat and Bill are neighbors. Nat is in his driveway, playing on a skateboard. Bill walks by on the sidewalk. Nat sees him, but then looks away. He does not say “Hi.” He does not look at Bill.

If you were Bill, would you think that

- A. Nat wants to be your friend,
- or
- B. Nat doesn’t want to be your friend?

37. Maybe Nat does not look at Bill because he feels shy. Maybe he wants to be friends with Bill. But maybe he just does not know what to say or do. On the other hand, maybe he really has no interest in Bill, or maybe he does not like Bill. Or maybe there’s something else. Can Bill tell for sure what Nat wants, from what we’ve said so far?

- A. Yes,
- or
- B. no?

38. Suppose Bill stops walking, and says, in a cheerful voice, “Hey Nat, how are you! You’re getting in some good skateboarding today, huh?”

Does it sound from this as if Bill wants to be friendly to Nat?

- A. Yes,
- or
- B. no?

39. Suppose Nat says, “Bill! I didn’t even know it was you! I guess I was concentrating so hard that I didn’t realize who you were! How’s it going with you, buddy?”

Does it sound from this as if Nat wants to be friends with Bill?

- A. Yes,
- or
- B. no?

40. Suppose that Nat had just glanced up at Bill. Suppose that Nat had just said, “Yeah.” And then suppose Nat had gone back to his skateboarding.

Do you think that Bill would have felt as good about this?

- A. Yes,
- or
- B. no?

41. Howard is walking down the hall at school. He passes Frank. Frank does not look at Howard. He does not say anything as they pass.

The next person Howard passes is Michael. Michael looks right at Howard, and smiles. He says, in a very enthusiastic voice, “Hi Howard! How’s it going?”

Which person seems like a better friend of Howard’s?

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- A. Frank,
- or
- B. Michael?

42. What Michael did is called a greeting ritual. Greeting rituals are a very important way that people let each other know that they want to be friends and that they care about each other.

Suppose that Michael has looked at Howard and has smiled, and has said in a very enthusiastic voice, "Hi Howard! How's it going?"

Suppose that Howard looks away, without smiling, and says, in a flat, monotone voice, "I'm OK." What message does this send to Michael?

- A. I want to be friendly,
- or
- B. I don't want to be friendly?

43. Suppose, instead, that Howard looks at Michael and smiles back, and says, in an enthusiastic voice, "Hi, Michael! I'm doing fine, how're you?" What message does this send to Michael?

- A. I want to be friendly,
- or
- B. I don't want to be friendly?

44. If you don't know someone well, a very small greeting ritual may be fine. For example, suppose that someone is outside walking. Two people in his neighborhood, whom he has never met, pass him. He gives them a brief smile

and a nod and says "Hi," and keeps walking.

Do you think his greeting ritual was

- A. OK,
- or
- B. not OK?

45. If you really want to be friends with someone, you usually make a big mistake if you don't do greeting rituals.

Suppose a man comes home in the evening. His wife is at home, and he walks past her without saying anything. He turns on the TV.

Judging from that behavior alone, would you think that he

- A. wants to be friendly with his wife,
- or
- B. doesn't want to be friendly with her?

46. Suppose there is another man who comes home in the evening. He looks at her and smiles at her and says, in an enthusiastic voice, "Good evening to my lovely wife! How was your day today?"

Judging from that behavior alone, would you think that he

- A. wants to be friendly with his wife,
- or
- B. doesn't want to be friendly with her?

47. Here are some parts of a simple greeting ritual for someone you know and you want to be friendly to.

1. Make eye contact.

Use Greeting and Parting Rituals

2. Smile.
3. Say "Hi." (Or hello, or good morning, or something similar)
4. Say the person's name.
5. Use an enthusiastic voice.

Suppose John says to his friend, "Hi, Ricky!"

Is it possible that John has done all five of the things we just mentioned, in only a second or so?

- A. Yes,
or
B. no?

48. Eye contact means that you look at the other person's eyes. If you see the other person look back at your eyes, you have both made "eye contact." Eye contact is often a signal that people are willing to talk at least a little bit with each other.

Gloria is walking down the sidewalk in a big city. A creepy-looking man is looking at her. She doesn't want him to ask her for money or to pay any attention to her. She just wants him to leave her alone. Would she do better to

- A. make eye contact with him and smile,
or
B. avoid eye contact with him and keep walking?

49. One reason for making eye contact is that it is a signal that people are willing to talk or play with each other or pay attention to each other. Here's

another simpler reason: if you speak to someone without looking at the person, sometimes the person may be confused. The person may not figure out whether you are speaking to him or to someone else.

Mary is at an outdoor party, in a group of people. Randy wants to start a conversation, and he says to her, "Nice party, isn't it." But he doesn't look at her. When she looks at him, he is looking away. She doesn't know whether he was talking to her, or to someone else. So she keeps quiet, thinking, "I don't want to look silly by thinking he was talking to me if he was talking to someone else."

When Mary doesn't reply to Randy, Randy thinks, "I guess she doesn't like me."

One way that Randy could have made things come out better is to have used Mary's name. Another way is to have

- A. made eye contact,
or
B. waved his hand in front of her face and said, "Yoo hoo, hello!"

50. Watch people chat with each other some time, and you will see that they make eye contact a great deal of the time, but not all the time. People feel most comfortable when you look at them a lot, but don't give them a fixed stare. You use eye contact during greeting and parting rituals, but you

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don't have to keep eye contact during the whole conversation.

Using eye contact well means that you

- A. keep looking at someone without stopping,
- or
- B. look at someone a lot, but not all the time.

51. Now let's think more about greeting rituals. An "extra" that some people put onto a greeting ritual is to say something that means "I'm glad to see you." Here are some other ways of saying the same thing:

"Thanks for coming over!"

"I'm glad you're here!"

"I've been looking forward to seeing you!"

"Welcome!"

"It's good to see you again!"

"It's nice that you're here!"

"I'm glad we have this time together!"

"It's good to hear your voice."

"I'm glad you called."

Do you think that people would add this sort of "extra" to a greeting ritual if

- A. they wanted to get rid of the other person,
- or
- B. they wanted to be friendly to the other person?

52. The next thing that people often do in a greeting ritual is to ask some sort of

question about how the other person is doing. Here are some ways that people do this:

"How are you?"

"How have things been going for you?"

"How's life?"

"What have you been up to?"

"How's it going?"

"What's up, man?"

Do you think the purpose of this part of the greeting ritual is to send a message that says,

A. "I care about you,"

or

B. "I don't care about you?"

53. Lots of times, people ask, "How are you doing," just to show they care about you. But at that moment, they don't have time to hear a long answer. They don't have time to hear all about your life. So you say, "Fine, how are you," and the other person says, "Fine." You've done a bigger greeting ritual than just saying "Hi."

Suppose that Richard and Ralph are both out jogging, and they run past each other. Richard yells out, "Hey Ralph, how's it going!"

Ralph considers answering in this way: "Well, my business just showed a 25% increase over the same quarter last year, and my daughter won a spelling bee, but my goldfish died."

Ralph also considers answering in this way: "Doing fine, Richard, how's it going for you?"

Use Greeting and Parting Rituals

Which do you think is a better choice?

- A. the first,
- or
- B. the second?

54. When people ask how you are, it's polite to ask the same thing of them. You send the message, "I care about how you're doing, too." Sometimes people do this without even answering the question of how they are doing.

Suppose Anne says to Elaine, "How're you doing, Elaine?"

Elaine thinks about saying, "I've been doing very well," and walking on.

Elaine also thinks about saying, "Hi Anne, how are you?"

Which do you think is a better choice?

- A. the first,
- or
- B. the second?

55. When someone asks how you are, sometimes it's pleasant to thank him or her for asking. One way to do this is to say, "Fine, thanks. How are you?"

Suppose Betsy says, "How are you, Susan?"

Susan considers saying, "Fine, thank you, Betsy."

Susan also considers saying, "I'm doing fine."

Which do you think is a better choice?

- A. the first,
- or
- B. the second?

56. Sometimes people make greeting rituals longer by asking or saying something quick, about a subject that is not very private. A private subject is one that could possibly embarrass someone. A non-private topic is one that is almost never embarrassing. The weather is a standard topic for people to remark on in greeting rituals.

Suppose that Mark and Sally have just met each other. They have said hi, how are you, and fine thanks, and they want to have a little longer greeting ritual. Which do you think is a better choice for Mark to say:

- A. "It's a beautiful sunset, isn't it?"
- or
- B. "Are you planning to ever have any children?"

57. Robert sees Marian walking her dog. He does not know Marian well. He wants to ask or say a quick something that is not private. He thinks about two things.

The first is: "Your dog looks like he's really enjoying his walk!"

The second is: "Do you believe in God?"

Which would be the better choice:

- A. the first,
- or
- B. the second?

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58. Think about which of two more things to say is less private, and thus better for someone you don't know well.

The first is: "It's been a while since I've seen you."

The second is: "I've had a lot of trouble since I've seen you."

Which would be the better choice for a quick greeting ritual:

- A. the first,
- or
- B. the second?

59. When someone else makes a quick remark about something as part of a greeting ritual, it's important to respond to it.

Suppose that one person says, "It looks like it's going to rain, doesn't it?"

Here are two ways for the other person to respond:

First: It's not too much longer until the holiday.

Second: Yes, with those dark clouds I'd say we might be in for a thunderstorm.

Which do you think is better:

- A. the first,
- or
- B. the second?

60. A quick remark on a non-private subject can lead into a longer chat. Or sometimes those quick remarks are all that people have time for.

What if people have never met each other? Sometimes they still make quick remarks on non-private subjects to each other. Sometimes these turn into conversations. If both people chat for a while, sooner or later they usually introduce themselves to each other. In introducing themselves, they simply tell each other what their names are.

People can introduce themselves in the first words they say to each other, or they can chat a while first. Whichever feels better is fine. Here's how a simple self-introduction sounds.

"My name's John Doe; what's yours?"

"I'm Mary Roe. It's good to meet you, John."

"It's good to meet you too, Mary."
Should people

- A. introduce themselves before they start talking with each other,
- or
- B. introduce themselves either before or after they start talking with each other, whichever feels better?

61. If someone tells you his name, it's good manners to tell your name back. If you feel scared of the person, or if you don't want to be friends, of course you don't have to tell your name. But if you want to be friendly, tell your name.

Two boys, Pete and Nat, start playing together at a swimming pool. One of them says, "My name is Pete." Which would be more polite and friendly for Nat to say?

Use Greeting and Parting Rituals

A. "Oh."

or

B. "My name is Nat. It's good to meet you, Pete."

62. It feels more comfortable to have someone introduce himself to you if you are at some gathering where people are trying to get to know other people. Imagine that someone walks up to another person and says, "Hello, I haven't met you yet. My name is Richard Roe. What's yours?"

This would feel comfortable and ordinary in some situations and not very comfortable in others. In which of the two situations below do you think it would be most appropriate?

A. a neighborhood block party,

or

B. while a bunch of strangers are standing silently in an elevator?

63. Sooner or later people get through being together. Then it's time for a parting ritual. Now it's time for them to send each other another message of friendship.

They say things like:

"Thank you for having me over."

"Thank you for coming."

"I had a good time."

"It was good to see you."

"Hope to see you again soon."

"Good luck to you."

"Have a nice trip back."

"Have a good day."

"Good-bye."

"It was nice meeting you."

Which of the following two would be something that could be part of a parting ritual?

A. "See you later,"

or

B. "Tell me more about that."

64. Suppose that James has been playing with Larry. James's dad comes to pick him up. James walks out of Larry's house without saying anything. Larry doesn't say anything either.

If you didn't know anything else about them, would you think that they were

A. good friends,

or

B. not good friends?

65. Suppose that instead, when he leaves, James says, "Larry, thanks for having me over. I had a good time."

Larry says, "Thanks for coming, James. I hope we can get together again soon."

James says, "Me too. Good-bye."

Larry says, "Have a safe trip back home."

If you didn't know any more about them than this, would you think they were

A. good friends,

or

B. not good friends?

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66. Sometimes people do a greeting ritual, followed by a parting ritual. They really haven't said anything new to each other, but they have showed each other that they care about each other. Here's an example.

Bob: Lucy! Hi, how are you doing?

Lucy: Hi Bob! I'm doing well, thanks.

What have you been up to?

Bob: Not much. How about you?

Lucy: Not much either. Trying not to get burned by this bright sun today.

Bob: It is really bright, isn't it. Well, it's good to see you, Lucy.

Lucy: You too, Bob. Take it easy.

Bob: See you later.

In this little conversation, they did a

A. greeting ritual only,

or

B. a greeting and a parting ritual?

67. Here's another conversation with a greeting ritual followed by a parting ritual.

Son: Hi mom! How's it going!

Mom: Hi son! How was your day at school today?

Son: It was good, thanks. How about you, did you have a good day?

Mom: Yes, lots of good work done.

Son: Hey, I'm glad to hear that. That always makes you feel good.

Mom: It sure does.

Son: Well, I'm going to go upstairs and put my things away and change clothes.

Mom: OK, son, I'll see you in a while.

Son: OK mom, see you soon.

Judging just by this little chat, would you say that this son and mom

A. are friendly to each other,

or

B. are not friendly to each other?

Start Socializing Without Interrupting

68. Socializing means talking or playing or working with someone. This chapter is about starting to socialize in a way that works well. It's good to let people keep paying attention to what they want to pay attention to, instead of interrupting them.

Please imagine that John Smith is at a party. People are standing around and talking. Richard Roe is telling John about something really interesting. John is just about to ask Richard a question to find out something he really wants to know.

Just at that moment, a third person comes up to the two of them, and says, in a loud voice, "Hi, sure is nice weather today for a party, isn't it? The weather report said it would rain this afternoon, but I don't think so. What do you think?"

John Smith feels irritated by this. Why do you think he feels this way?

- A. because he thinks it will rain,
- or
- B. because he was interrupted?

69. Suppose, instead, that the third person comes up and stands with the other two people. He listens to what Richard is telling about. He listens to John ask a question, and he listens to the answer. Then he asks Richard a question himself. It turns out that this

question is something that John was curious about, too.

Do you think this way for the third person to join in would make John feel

- A. irritated,
- or
- B. not irritated?

70. The rule this chapter talks about is to try to start socializing without interrupting people. That means that you don't give people that unpleasant feeling of being pulled away from something they were interested in.

A bunch of children are playing in a big room. Max has found something that is very fun to climb on. He wants to show it to someone else. He sees Gina and Ted, who are very happily playing with some puppets. They are in the middle of a puppet show. Suppose that Max went up to them and grabbed them by the hands and said, "Come over here, I found something really neat to climb on!"

Think about the general rule of trying to start socializing without interrupting people. Would Max be

- A. following that rule,
- or
- B. breaking that rule?

71. Max decides not to interrupt Gina and Ted. He sees Tony, who has just

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finished playing with something and is starting to look around for something else to do. Max goes up to Tony and says, “Hey Tony, want to come with me and see this thing that is really fun to climb on?”

Think about the rule, “Start socializing without interrupting people.” With Tony, is Max now

- A. following that rule,
- or
- B. not following that rule?

72. Later, Max sees that one other child has joined Gina and Ted in playing with puppets. Max goes up and sits down where they are. He listens to the story that they are making up together. He picks up another puppet and puts it on his hand. Ted has his puppet say, “I’ve got a great idea. I’ll go get a big fire hose, and put the fire out!”

Max can now join in the play without pulling anybody away from the plot. Max has his puppet say, “That sounds like a great idea! Do you want some help?”

Ted’s puppet says, “Sure, you get that end, and I’ll get this end.”

Think about the rule of starting to socialize without interrupting people. Did Max

- A. follow that rule,
- or
- B. break that rule?

73. Two kids are playing with blocks. A third kid wants to start socializing. Suppose she says, “Hey, come and play with me!” The two kids who were playing with blocks ignore her.

Why do you think they ignored her?

- A. Because they were mean and stuck up,
- or
- B. because they didn’t want to be interrupted in playing with the blocks?

74. Suppose that instead the third kid sits down and watches as they build with blocks. She sees what they are building, and she joins in helping to build that thing. Soon all three of them are playing together.

This time did she

- A. interrupt them,
- or
- B. not interrupt them?

75. Some kids in school are assigned to do a project together. One kid joins the group late. The other kids have already started talking about how to do the project. The kid who joined the group late wants to follow the rule of this chapter. She thinks about two ways of acting.

The first is to say, as soon as she joins the group, “OK, let’s talk about how to do this project. Here’s an idea of mine...”

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The second is to listen to the others talking about their ideas for a while, and then to say, "You've got some good ideas! Here's another idea..."

Which would follow the noninterrupting rule the best:

- A. the first,
- or
- B. the second?

76. Once you've started socializing with someone, it's still good not to interrupt. Think about what the other person is wanting to pay attention to, and don't often try to drag the other person's attention away from that onto something else of your choosing. Look for the moments when the other person has finished paying attention to something and *wants* to pay attention to something else. At those moments, your giving the other person something to pay attention to is pleasant. If you do the same thing when the other person is in the middle of something, your dragging his attention away can be unpleasant.

A simpler rule is to wait until the other person stops talking before starting talking yourself. For some people who go on and on talking without stopping, you have to break this rule. But try not to get into the habit of it.

One of the ideas you have just read is that you should bring up new things for the other person to pay attention to

- A. never,
- or
- B. when you sense that the other person is finished with one thing, and ready to pay attention to something new?

77. Now let's talk about a skill that is perhaps more advanced than not interrupting. Suppose that you are the one whom someone else interrupts. That person wants to start socializing, but doesn't know how to do it well. If you are really gracious, you can include that person in socializing with you, AND help the person not to interrupt you.

John Smith is listening to Richard Roe talk about something very interesting. Joe Bloe comes up and interrupts, asking about the weather. John Smith thinks about two ways of responding.

In the first, John Smith says, "No! I don't think it's going to rain," in an angry tone of voice. Joe Bloe wonders why he is so unfriendly.

In the second, John Smith says, "I don't know, but Joe, I'm glad you joined us. Richard was just telling about something I'll bet you'll be interested in too!..." And then John gives Joe a quick summary of what Richard was saying.

Which of these do you think is the better way to act?

- A. the first,
- or
- B. the second?

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78. Suppose you are one of two kids who are playing with blocks. Another kid comes up and says, "Hey, come and play with me!"

Here are three possible ways to respond.

The first: to say, "Hi, Kristen, we're making a space station out of these blocks. Would you like to join us?"

The second: to ignore the interrupter.

The third: to say, "Can't you see you're interrupting us?"

”

Which do you think is the nicest:

- A. the first,
- B. the second,
- or
- C. the third?

Use Joyousness and Fortitude, to Avoid Unnecessary Bad Feeling

79. There's an old saying: "Laugh, and the world laughs with you; cry, and you cry alone." We are lucky that this is not altogether true. We are lucky that when we feel bad, our friends can comfort us and help us and we don't have to be alone.

But there is also some truth in the old saying. It takes energy to deal with someone who is feeling very angry or very sad or very worried. Most people have limited amounts of that sort of energy. Most people would rather be with people who are cheerful and joyous than those who are angry or upset.

Will it probably be more pleasant to be with you if you are

- A. angry and upset,
- or
- B. enjoying life?

80. Does this mean that when something really bad happens to you, you should smile and hide your bad feelings, for fear that people will not want to be friends any more? No. One of the best things about friendship is being able to help each other through hard times.

But if some little thing does not go your way, you will do well not to get very upset about it. It's good to keep

cheerful unless there's a good reason not to.

Has this section advised you to try

- A. not to ever get upset,
- or
- B. not to get very upset over little things?

81. Lina was at a birthday party. The hostess said, "I have some apple juice and some fruit punch. You can have your choice." Lina wanted apple juice. But by the time they got to her, all the apple juice was gone. Only fruit punch was left.

Suppose that Lina were to get really upset. Suppose she yelled out, "But you promised we could have the one we wanted! I wanted apple juice! I hate fruit punch!" And suppose that for a long time after this she pouted, sulked, looked really mad, and stamped her foot.

If this were your birthday party, would this way of acting make you feel

- A. more friendly to her,
- or
- B. less friendly to her?

82. Suppose that instead, Lina said, "No more apple juice left? Not a problem.

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I'll just get some water, OK?" And then Lina continued to have a good time.

Would this way of acting make you feel

- A. more friendly to her,
- or
- B. less friendly to her?

83. Suppose that Tom is on a basketball team. The referee calls a foul, and Tom does not think he fouled the other person. Suppose that Tom yells to the referee, "No way! You cheater! You're just trying to make my team get beat!"

Would Tom be

- A. getting too upset over something little,
- or
- B. not getting upset enough over something big?

84. Suppose that instead Tom thinks to himself, "I'll stay cool. It's not the end of the world. I'll concentrate on playing well and not try to be referee too."

Would thinking like this be likely to

- A. help him stay cool,
- or
- B. get him more upset?

85. Suppose a woman has asked her husband to get a certain type of tea at the store. He comes back with a different type. He says, "They didn't

have the type that you wanted, so I got this instead."

The woman looks at the tea and screams, "This is no good! I hate this type of tea! You should have gone to a different store! You let me down! I thought I could count on you, but I guess I can't."

If she acts like this often, do you think that she will

- A. build a stronger friendship with her husband,
- or
- B. weaken the friendship with her husband?

86. Suppose that instead the woman says, "Hey, thank you for remembering to look for the other type! I appreciate that!"

If she acts like this, do you think that her husband will feel

- A. more like being friendly,
- or
- B. less like being friendly?

87. Someone has given a man a glass mug. It has the name of his college on it. His wife picks it up and accidentally drops it. It shatters into lots of pieces.

Think about these two ways for the man to act.

The first is, "Don't worry about the mug; it's only an object. You didn't get cut, did you? That's good. I'll help you clean it up."

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The second is, “Oh no! You broke my mug! Why are you so careless!”

In which way would he make his wife feel better?

- A. the first,
- or
- B. the second?

88. Saul is at a friend’s house. He gets a call on the phone from his mom, saying that Saul’s dad has gotten very sick and is in the hospital. Saul is very worried. As he leaves to go to the hospital, he thanks his friend for having him over, but he does not act cheerful and joyous. Do you think that

- A. he is getting too worried over something little,
- or
- B. it is natural and right for him to feel worried?

89. Jack is at Ted’s house. When Ted suggests that they play basketball some, Jack says, “Great! I love to do that!” And Jack has a great time doing it. Jack has just about the same reaction to most other things that Ted wants to do.

Jim visits Ted’s house. When Ted suggests that they play basketball some, Jim says, “Do we have to? I don’t really enjoy doing that.” Jim has the same reaction to everything else that Ted thinks of doing.

Which guest do you think Ted will enjoy more?

- A. Jack,
- or
- B. Jim?

90. A math tutor has two students. One of them says, “Oh boy, I can’t wait to work on math today!” When this student learns something new, the student says, “That is so cool!”

The second student often says, “Do we have to do this again today?” When this student learns something new, he says, “How much longer until we get done?”

Which student do you think the tutor will enjoy being with more?

- A. the first,
- or
- B. the second?

Reinforce the Other Person

91. Ron is talking with Bill. Ron says, "Today I was able to help somebody."

Bill says, in a very enthusiastic tone, "That's great! How did you do it?"

Ron says, "A little kid didn't know the right bus to get on. I showed him which one was his bus."

Bill says, "Cool! You really did help him!"

Ron later talks with Bob. Ron says, "Today I was able to help somebody."

Bob doesn't say anything back.

Ron says, "I helped a kid get on the right bus."

Bob shrugs his shoulders and says, "Little kids are like that. They get on the wrong buses a lot."

The word *reinforce* means almost the same thing as *reward*. Who do you think reinforced (or rewarded) Ron more for what he said?

- A. Bill,
- or
- B. Bob?

92. When you congratulate people or compliment them for things they did, you are reinforcing them.

Suppose that Jane and her father are on a hike. Jane's father says two things. The first is, "It's a warm day today."

The second thing he says is, "Jane, you're really getting in shape, aren't

you? You're moving up this hill without wasting any time!"

Which thing that Jane's father said reinforced Jane for hiking well:

- A. the first,
- or
- B. the second?

93. Suppose a man and his wife are dancing. He says, "I like how you did that move. That looked really good."

Then the man says, "This music is a little too loud."

Which thing that the man said reinforced his wife for dancing well:

- A. the first,
- or
- B. the second?

94. When you thank someone for something, you are also reinforcing the person.

Someone says to a musician, "Your music sounded great!"

The musician says, "I really appreciate your telling me that! Thanks."

Did the musician reinforce the other person for saying something nice to him?

- A. Yes,
- or
- B. no?

Reinforce the Other Person

95. Suppose someone says to an athlete, "You played a great game tonight."

The athlete doesn't reply to the person.

Did the athlete reinforce the person for saying something nice to him?

- A. Yes,
or
B. no?

96. Suppose two people are having a conversation. The first person says, "Most people don't know that there are lots of games for two people to play, where they don't play against each other, but they are on the same side."

The second person says, "Oh? That sounds interesting! Tell me more, please."

Did the second person reinforce the first person for talking about that subject?

- A. Yes,
or
B. no?

97. Suppose Tara and Amanda are chatting. Tara says, "I know someone who can ride a horse so well, she can make the horse go backward or sideways as well as forward."

Suppose Amanda replies, "It's going to be my birthday in two weeks."

Did Amanda reinforce Tara for what she said?

- A. Yes,
or
B. no?

98. Suppose that instead, Amanda says to Tara, "Wow! I've never heard of anything like that before! That's really something!"

This time, did Amanda reinforce Tara for talking about that subject?

- A. Yes,
or
B. no?

99. Mr. Brown teaches math. He asks Lucy a question. She gives the right answer. Mr. Brown looks at her and smiles and gives her a thumbs-up sign and says, "Yes!"

Did Mr. Brown reinforce Lucy for giving the right answer?

- A. Yes,
or
B. no?

100. Alan is explaining something to Peter. While Alan talks, Peter very often looks at him and nods to show that he understands. Peter's face sometimes looks very curious about what Alan says. Sometimes Peter says, "Humh," when he is thinking very carefully about what Alan is saying. Sometimes Peter says, "I see, OK, I understand," when he understands the point. Peter's face looks happy at those moments.

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Suppose that like most people, Alan likes to have people listen to him carefully. Was Peter reinforcing Alan for explaining something to him?

- A. Yes,
- or
- B. no?

101. George knows that Jean is the outdoor type. George invites Jean to get together with him. He says, "I want to show you a really pretty place to hike to." He takes her to a mountain with a really pretty view. Jean has a great time.

Did George figure out something to do that would reinforce Jean for getting together with him?

- A. Yes,
- or
- B. no?

102. If you want to build a friendship with someone, it is a good idea to reinforce the other person often. When people reinforce each other often, they stay friends more easily.

Sometimes people try to buy friendship with money or things. This is not usually the type of reinforcement that produces the best friendships.

Suppose someone tells you, "I want to make friends. Maybe I will reward people by giving them a little bit of money or food when they act friendly to me."

Then the person gets a second idea: keeping the money, but rewarding his

friends by being enthusiastic, listening well to them, saying funny things to them, laughing when they say funny things, doing things with them that they like to do, and complimenting them or thanking them when they have done something good.

Which of the two ideas do you think is best:

- A. the first,
- or
- B. the second?

Use Tones of Approval and Enthusiasm

103. One of the main reinforcers that people give each other is enthusiastic, approving tones of voice. When people use tones of approval and enthusiasm, the sounds of their voices say, "I like what you did or said!"

Let's think about speaking with three different tones:

neutral

small to medium approval

large approval.

Suppose that you have drawn a picture. Someone comes up and says, in a monotone voice that sounds like a robot, "This...picture ...rates ...ten ...on ...a ... scale... of... ten..."

Now suppose that someone else looks at it and says, in a cheerful voice, "Look at this one. I like it!"

A third person sees your picture and says with great excitement, "Wow!! Hey! Look at THIS!"

Which compliment makes you feel the best? For most people, it's the one spoken with the most excitement and enthusiasm and approval in the voice.

The point of this section is that

A. enthusiastic tones of voice make people feel good,

or

B. robots make people feel good?

104. My advice is to use a lot of small to medium approval in your voice. People usually deserve approval even

for listening to you. If you speak with neutral tones, and no approval, what do you think most people would think, after a while?

A. That you didn't want them around, or

B. that you loved having them around?

105. On the other hand, let's imagine someone who uses large approval in everything he says.

Someone asks, "How do you get to the grocery store?"

He replies, with huge approval and enthusiasm, "You go down this street TWO BLOCKS!! Then you TURN LEFT! You go one block and look to your LEFT!! You'll BE THERE!!!"

Do you think the person getting the directions would think,

A. "This is a good friend,"

or

B. "This person is acting strange?"

106. You save large approval for the times when you really feel good about something the other person has done or said. Which of these two sentences sounds like it could be said in a tone of large approval?

A. "We did it! We broke our record for the most points in five minutes!"

or

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B. "I'm not sure where the spoons are."

107. Here is a game to play with tones of approval. Look at a list of things to say, and pick one. Say it in a tone that is neutral, of small to medium approval, or of large approval. Let the other person guess which tone you were using. If the other person guesses correctly almost all the time, then you are both playing well! Switch roles and let the other person make the tones while you guess. Here are some things to say in this game:

Look at that.
Hey, hey.
You did a good job.
I like that.
You did it.
I see what you mean.
I think you're right.
This tastes good.

What do you think is the point of this game?

A. to practice giving and recognizing different tones of approval,
or
B. to learn how it feels to get disapproval?

108. Tones of voice can also show disapproval. We can speak of small to medium disapproval, and large disapproval.

Suppose someone says, "What do you think you're doing in here? GET OUT of HERE!"

In the way I wrote this, do you think it's likely to be spoken with

A. a neutral tone
or
B. large disapproval?

109. When people are better friends, they usually use more tones of approval and fewer tones of disapproval.

Suppose that you hear a brother and sister speaking. They sound like this:

"Move *over*! Why do you always have to take up so much ROOM?"

"I DO NOT take up too much room. YOU are the one who always hogs everything!"

If all you heard was just this much, spoken in tones of large disapproval, would you think that this brother and sister were

A. good friends,
or
B. not good friends?

110. Suppose that you hear a different brother and sister talking. Suppose that you hear tones of small to medium approval:

"Hey, that's nice singing."

"Thanks for saying that; I appreciate it."

If all you heard were these tones, would you think that this brother and sister were

Use Tones of Approval and Enthusiasm

- A. good friends,
- or
- B. not good friends?

111. Here's a rule that will really help, if you follow it. It's the "four times as much" rule. When you really want to have a good relationship with someone, try to use *at least four times as much approval as disapproval*. For example, for every one time you say something like, "Please don't talk so loudly!" you say four other things like, "That's a very interesting point you made," "I'm glad you told me that," "You're doing some good work, aren't you?" and "Thanks for doing that for me."

The "four times as much" rule means that you use four times as much:

- A. working as playing,
- or
- B. approval as disapproval?

112. What if the person does so many irritating things that you would feel strange giving four times as much approval as disapproval?

Sometimes you can solve this problem by trying to get the two of you into a different place, or a different activity, one that brings out from the other person actions that you like better.

Here's an example.

Willie's mom is thinking of taking Willie to a nice restaurant for lunch. But she recalls that the last time they were at a restaurant, she had to give him lots

of disapproval. He spoke too loudly, climbed under the table, and ate in too messy a way.

Willie's mom decides to skip the restaurant. She gives Willie a peanut butter and jelly sandwich. Then they go out in the woods. There, Willie runs around and finds plants and bugs that are interesting to him and says, "Hey mom, look at this!"

Now Willie's mom can give at least four times as much approval as disapproval. She says approving things like, "You found something really interesting!"

Why did Willie's mom take him to the woods?

- A. to make it easier for him to do things she could approve of,
- or
- B. to learn about bugs?

113. Here's another example. Rita has a younger brother who gets mad when he plays competitive games with her. He argues a lot, cheats, and is a sore loser. Rita ends up disapproving of him a lot when they play against each other. But when they do puzzles together, or sing songs with each other, or take the dog for a walk together, they get along fine.

If Rita wants to give four times as much approval as disapproval, what might she say when her brother says, "Let's play chess with each other" ?

Would you recommend

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A. "I'll play you, and I bet I'll beat you quickly!"

or

B. "I'm not in the mood for chess, but how about if we work on that puzzle together?"

114. Jeff finds himself giving his brother Dan lots of disapproval about Dan's leaving things around the house, particularly in Jeff's room. Jeff decides that he doesn't want to get in the habit of giving so much disapproval. So he decides on a plan. When he feels irritated by Dan's things lying around, he will take one minute, run around, pick up Dan's things, and dump them in Dan's room.

One day Jeff does this. Then, instead of talking with Dan about it or thinking about it more, Jeff says, "Hey Dan, do you want to play catch?" Jeff then gets in lots of approval by saying, "Nice throw," and "Good catch."

The main point of these last three examples has been:

A. Find the sorts of situations that bring out from the other person the type of behavior you like,

or

B. Playing catch, walking in the woods, and doing puzzles are things you should do more often.

115. So far we've been talking about one strategy for giving more approval: getting into situations where the other person acts more to your liking. Here's

a second strategy: ignore more of the things that you would disapprove of, and watch more carefully for the things you can approve of.

Rhonda and Melissa are roommates at college. One day while Melissa is out, Rhonda cleans up their room very thoroughly. She puts a couple of Melissa's things in the wrong place.

If Melissa wants to follow the advice in this section, she would say,

A. "Wow, thanks for cleaning up!"

or

B. "This doesn't go here. You're putting some of my things in the wrong place."

116. A tutor is teaching a student some math. They try doing something over and over, but the student just can't seem to remember well enough how to do it.

If the tutor wants to follow the advice about ignoring the "bad stuff" and paying attention to the "good stuff," the tutor would say,

A. "You're just not concentrating hard enough. You're not putting your mind to it!"

or

B. "You're able to keep trying and trying, even though it's hard, aren't you? That's called persistence skills!"

117. Charlie is telling a really interesting story to Jerry. But while Charlie does it, he makes long pauses while he is thinking of what to say next.

Use Tones of Approval and Enthusiasm

If Jerry wants to follow the advice about ignoring the “bad stuff” and paying attention to the good stuff, Jerry would say,

- A. “This is really an interesting story!”
- or
- B. “I wish you would go ahead and get on with it!”

118. It’s not a good idea to ignore all the “bad stuff” other people do. Sometimes it’s very important to talk about it and to make sure the other person knows how you feel about it. Later on in this book there’s a chapter on being assertive and sticking up for your own way. Nonetheless, sometimes the best way to help the other person act in a way that you like better is to ignore the bad stuff and pay lots of attention to the good stuff. People usually do more often the things that get them attention.

Ignoring the bad stuff and paying attention to the good stuff sometimes helps people act better because

- A. attention reinforces the good behaviors,
- or
- B. attention has no effect on good behaviors?

119. Here’s another way to help yourself give four times as much approval as disapproval. When you approve, it doesn’t hurt to say a lot about it, even if you say the same idea in several different ways. When you

disapprove, try not to repeat yourself. You can sometimes avoid making the other person so mad if you say a correction or disapproval only once.

Richard is playing baseball. His teammate Michael is on base. Someone hits a fly ball way out to the outfield. The outfielder catches the fly ball, but Michael runs to home base. If Michael had remembered to “tag up” on the base he had been on, he would have scored a point for the team. But since he didn’t “tag up,” he makes another out instead.

Suppose Richard were to say this to Michael: “Michael, what were you thinking of? How could you not know that you are supposed to tag your base after a fly ball is caught? You blew it. You might have made us lose the game. You could have had an easy run. But no, you sail on in thinking you’re making a run, but giving the other team an out. What’s the matter with you? You can’t play baseball worth two cents.”

About how many disapproving sentences would Richard give by talking in this way?

- A. eight,
- or
- B. one?

120. Suppose instead Richard said, “That was a good try, Michael. But you have to tag the base after the fly is caught, and that’s why it was an out instead of a run.”

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How many approving and disapproving sentences are in this?

- A. one approving and one mildly disapproving,
- or
- B. eight disapproving?

121. Jean has just played a song in a piano recital. Her teacher says to her, "Jean, you got the pitch right for every single note! You read every note right! What a job you did! I'm proud! The only thing you need to do is to keep the rhythm steadier. But it sounded really good."

About how many approving and disapproving sentences did the piano teacher give?

- A. 5 approvals, 1 disapproval,
- or
- B. 5 disapprovals, 1 approval?

122. Suppose instead that Jean's teacher had said, "Jean, you can't speed up and slow down like that. You've got to keep the rhythm steady. You have to count in your mind, one, two three, four, and not change the speed. You got the pitch right on every note. But it isn't right unless you keep the rhythm right."

About how many approving and disapproving sentences would the teacher have given in this case?

- A. 4 approvals, 1 disapproval,
- or
- B. 4 disapprovals, 1 approval?

123. We have talked about three ways of making your approvals greatly outnumber your disapprovals. Can you remember those three ways? They are:

1. Get into activities or situations that bring out from the other person the type of behavior you like.
2. Watch for the behavior you like and ignore some of the behavior you don't like.
3. Repeat yourself more with approval than with disapproval.

If you do these things, you may succeed in doing what is recommended here, which is to shoot for

- A. at least four times as much approval as disapproval,
- or
- B. never giving any disapproval?

Use Politeness and Good Manners

124. We've already talked about some polite things to do. For example, when you see a friend, use a greeting ritual – at least say “Hi.” When you part from a friend, use a parting ritual – at least say “Good-bye.” If you fail to do these things, your friend may feel as though you don't want to be friends.

Here are some other guidelines for politeness:

1. When you ask someone for something, say “Please,” and don't sound too bossy.

2. When someone gives you something or does something for you, say “Thank you,” or “I appreciate that,” or “It's good of you to do that for me,” or something like that.

3. When someone thanks you, say, “You're welcome,” or “It was my pleasure,” or something like that.

4. If you make a mistake and do something that harms or annoys someone, say, “I'm sorry,” or “I apologize,” or “Please excuse me,” or something like that.

5. When you are with two people who don't know each other, and you know both of them, introduce them. Say something like, “This is Alex Smith, and this is Casey Brown.”

6. Don't do things that people find gross or dirty. For example, don't chew with your mouth open, eat messy food with your hands, wipe your hands on your shirt, burp loudly, and so forth.

7. Help people. For example, say, “May I help you carry that?” or “May I get you some more of that?” or “Would you like to see this?” or “Would you like me to hold that steady for you?” If someone is carrying something through a door, open the door.

These are all guidelines for

- A. politeness,
- or
- B. parting rituals?

125. Marie is eating supper at Rhonda's house. Rhonda's mom says to Marie, “Marie, would you like some salad?”

Marie gets the urge to say, “OK.”

What do you think she should say, instead?

- A. “Yes, please,”
- or
- B. “Yeah, all right.”

126. Mr. Smith is a plumber. He has just fixed Mrs. Jones's pipe. She says, “Thank you, Mr. Smith. You did a great job on this.”

What do you think he should say back to her?

- A. “Humh.”
- or
- B. “It was my pleasure, Mrs. Jones.”

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127. A kid has just gotten a Halloween treat. What do you think he should say to the person he got it from?

- A. "OK, bye."
- or
- B. "Thank you."

128. A kid would like for his mother to get him some cereal to eat. Which do you think he should say?

- A. "Could I please have some cereal now?"
- or
- B. "I want cereal. Get it for me."

129. John comes over to Bob's house. What do you think Bob should say when he opens the door and sees John?

- A. Nothing,
- or
- B. "Hi John! I'm glad you're here! Please come in!"

130. Mary has invited Beth and Rachel to a party at her house. They are both there. They have never met each other. What should Mary do?

- A. "Beth, please let me introduce you to Rachel Berry. Rachel, this is Beth Wilkins."
- or
- B. Nothing.

131. Mark has a cold. He wants to cough up a lot of stuff from his chest

and hack it up and spit it out. Where should he do this?

- A. In the bathroom,
- or
- B. wherever he happens to be?

132. Fred is carrying something, and he and Suzie bump into each other lightly. What should Fred say?

- A. "Excuse me Suzie, I didn't mean to bump you."
- or
- B. "Watch where you're going."

133. Mark sees his friend carrying a heavy box. Which would be more polite?

- A. "Heavy box you've got there. See you later."
- or
- B. "Could I help you carry that box?"

134. Rick has been at Joe's house. What should he do or say as he leaves?

- A. "Thanks for having me over, Joe. I'll see you soon."
- or
- B. Not say anything, but just walk out.

135. Sally has eaten supper with her friend Laura. After supper, which is more polite for Sally to do or say?

- A. get up and walk into another room,
- or

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B. take her dishes to the sink and say,
“May I help with the dishes?”

Don't Contradict Too Much

136. When you say to someone, "You're wrong," or "I disagree," or "What you said is not right, here's what's right," you are *contradicting* that person.

Some people may think that people love to hear about it whenever they are wrong, because that gives them a chance to correct their error. But most people don't like to hear that they are wrong. They particularly don't like to get corrected in front of other people.

Randy and Zack were looking at the trees in the fall. Zack said, "Look at those leaves on that tree! They're so red! Doesn't it look great?"

Randy gets the urge to say, "Those leaves are not red; they are orange."

Do you think that Zack would

- A. appreciate being corrected,
- or
- B. not appreciate being corrected?

137. Randy decides instead to say, "You're right, the colors of the leaves are really pretty. That's one of the things I like about these woods at this time of year."

Did Randy

- A. contradict Zack
- or
- B. not contradict Zack?

138. Mr. Green teaches in a high school chemistry class. He says, "You'll remember that on Tuesday we were talking about the way that carbon atoms bind to other atoms. Today we'll talk about that some more."

A student named Ralph thinks of holding up his hand and saying, "Mr. Green, it was not Tuesday that we talked about that. We didn't have class on Tuesday. It was Monday."

Do you think that Mr. Green would

- A. appreciate being corrected,
- or
- B. not appreciate being corrected?

139. Instead, Ralph thinks to himself, "What difference does it make which day we were talking about it last? No one cares, and I don't either." Ralph decides to let Mr. Green's mistake go by and not say anything about it. By enacting this choice, is he

- A. contradicting Mr. Green,
- or
- B. not contradicting Mr. Green?

140. Patty is talking with a friend of hers. She says, "I've been up since 5:30 this morning. So I'm feeling sleepy."

Patty's sister, Judy, gets the urge to say, "No, Patty, it wasn't 5:30 when you got up. It was 5:40. I remember Mom talking about it."

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If Judy corrected Patty in this way, do you think that Patty

- A. would appreciate being corrected
- or
- B. would not appreciate being corrected?

141. Judy thinks, "What difference should ten minutes make? The point is that she got up early and she's tired." So Judy decides not to quibble about the time.

Did Judy finally decide

- A. to contradict Patty,
- or
- B. not to contradict Patty?

142. Sometimes there are good reasons to correct people or to contradict them.

Rick is doing his math homework. He is talking out loud about what he is doing. His brother Jock hears him say a formula for solving a problem. But the formula is wrong. If Rick uses the wrong formula, he will get all the problems wrong.

Jock thinks of saying, "The formula you are using isn't quite right, Rick. Check your book to make sure you get it right, so you won't get all your homework problems wrong."

Do you think that Rick should appreciate being corrected like this?

- A. Yes,
- or
- B. no?

143. Sometimes we need to contradict people because of an important principle. We don't worry too much about whether they will appreciate it or not.

Julian is eating lunch with bunch of people. One of them says, about the people in a certain foreign country, "Hey, we should just nuke the whole country. The world would be better off without any of those people around, anyway." Other kids seem to agree.

Julian says, "That's about the most wrong thing I've heard someone say in a long time." And then Julian gives reasons why the person's idea is wrong.

Did Julian

- A. contradict the person,
- or
- B. not contradict the person?

144. Sometimes there are good reasons for contradicting people. Sometimes when people have a very wrong idea, it is the right and moral thing to do if you speak up against that idea.

But the general point of this chapter is that if you are interested in friendship-building, you will contradict people

- A. whenever you can,
- or
- B. only when there's a good reason?

Don't Criticize too Much

145. People usually don't like criticism. They don't like hearing that they are doing something badly or that they are bad at something.

Jed has written a story. He says to Gina, "Would you like to take a look at my story?"

Gina notices that Jed's handwriting is not easy to read. She gets the urge to say, "Why is your writing so sloppy?"

Do you think that this criticism would make Jed

- A. feel good,
- or
- B. not feel good?

146. Gina decides not to talk about Jed's handwriting. She reads the story, and she enjoys it. She says, "I really enjoyed that story, Jed!"

Do you think that this compliment will make Jed

- A. feel good,
- or
- B. not feel good?

147. Jon listens to his sister Tonya giving a speech. At the beginning, Tonya sounds nervous. But as she speaks, she gradually sounds more and more confident. She gives a very good speech.

Which do you think Jon should say to Tonya after the speech?

- A. "Your voice trembled at the start."
- or
- B. "Congratulations, Tonya. Great speech."

148. Richard listens to his brother Ryan practicing the piano. Ryan makes lots of mistakes. But he keeps working, and gradually what he is playing sounds more and more like a song. Which do you think Richard should say to Ryan?

- A. "You sure made a lot of mistakes."
- or
- B. "You're doing a lot of work, and it's paying off. It's sounding better and better."

149. Larry's brother Ted is very hungry. Ted eats a very big meal.

Which do you think Larry should say to Ted?

- A. "Looks like you were really hungry, Ted!"
- or
- B. "You're really making a pig of yourself, Ted!"

150. Marcia is playing music loudly in the house. The loud sounds bother her brother Alex.

Which do you think is better for Alex to say to Marcia?

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A. "Could you please turn the music down?"

or

B. "You're so selfish to be playing that music so loudly."

151. Jared is a tennis teacher. He watches Mike trying to hit tennis balls. Mike is gripping the racket wrong, not standing right, not shifting his weight right, and tilting the racket too much. Which do you think is better as a way for Jared to start talking with Mike?

A. "There are lots of things that I can help you with."

or

B. "You're doing everything wrong."

152. A person comes to see a doctor because he is worried that he might be sick. The doctor does not find anything wrong. What do you think the doctor should say to the person?

A. "You wasted your time coming here today. There's nothing wrong with you."

or

B. "Good news, I didn't find any signs of the sicknesses you were worried about."

153. At a baseball game, a boy behaves very badly. His mother is sitting with a friend. Which of these two would be better for the friend to say?

A. "Your son must keep you very busy."

or

B. "Looks like you've turned that boy into a real brat."

154. A person has not seen a friend for a long time. The friend has gained lots of weight. Which would be better for the person to say?

A. "Wow, you've gotten fat."

or

B. "It's good to see you again."

155. There are times when there are good reasons to criticize people. Sometimes getting corrected helps people.

If you want to help people, you will make the criticism as gentle as you can make it.

A singing teacher listens to a student. The student's singing voice sounds very bad because the student has his throat too closed.

Which way of criticizing do you think is better for the teacher to use?

A. "If you will open your throat more, your voice will sound less tinny and more resonant."

or

B. "That singing sounds terrible."

156. Sometimes it's good to give a very strong criticism in front of other people.

Two people are running for election. They are speaking before

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many people. The first says, “This country has lots of gold and diamonds. I think we should go to war with this country. We can take over the country and get their gold and diamonds. This will make us lots of money.”

The second says, “My opponent says that we should kill innocent people in a war, and then take the precious things that belongs to them. There are names for these actions. They are called murder and stealing. These ideas are very bad and wrong.”

The second candidate says these things

A. because he wants to make friends with his opponent,

or

B. because he wants to point out what is right and wrong?

157. Strongly criticizing someone in front of other people may be the right thing to do, sometimes. When you do it, don't expect the person you are criticizing to like you for it.

The message of this chapter is that if you're interested in friendship-building, you will criticize people

A. whenever they do or say something incorrect,

or

B. only when there's a good reason?

Don't Be Too Bossy

158. Most people enjoy freedom. They don't like it when someone commands them too much.

Mr. Brown goes to a party. Mr. Black says, "What would you like to drink?"

Mr. Brown says, "Nothing, thank you."

Mr. Black says, "Come on, loosen up, join the party, have something!"

Mr. Brown says, "No, thanks."

Mr. Black says, "Here, have just a little beer, you can have just one."

Do you think that Mr. Black is being

A. too bossy and pushy,

or

B. acting just as he should?

159. Sam goes to play at James's house. As soon as he walks in, Sam gets interested in a puzzle he sees lying around. James thinks about two ways of responding to this.

The first is, "Put that puzzle down. Come on. There's something I want to show you."

The second is to watch Sam work the puzzle, or help him with it, saying, "Interesting puzzle, huh?"

Which response is less bossy:

A. the first,

or

B. the second?

160. A boy is watching his friend play chess against the computer. He considers two things to say. The first is, "Move there with this guy! Check him, and then when he moves, you get this guy!"

The second is, "I think I see a good move for you. I'll tell you if you want."

Which is less bossy:

A. the first,

or

B. the second?

161. A boy is throwing around a football with his friend. He considers two ways to act. The first is to say, "Center it to me. OK, go out for a pass. Cut to your right. No, don't stop running when I throw it. You have to keep running."

The second is to throw the ball to his friend. His friend catches it and he says, "Good catch!" He runs, and if his friend throws it to where he's going, he says, "Good pass!"

Which is less bossy:

A. the first,

or

B. the second?

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162. Two dads are taking their two-year-old children home after the children have been playing on a playground.

The first walks over to his child and says, "It's time for us to leave now." When his child does not move, he takes him by the hand and starts walking with him. He says, "It looks like you had a good time playing. I had a good time doing some chin-ups on the bar while you were playing just then."

The second yells to his son from across the playground. He yells, "Corey! Get over here!" When his son does not move, he yells, "I said get over here, boy, move, now!"

Which father is less bossy:

- A. The first,
- or
- B. the second?

163. A teenaged boy is dancing with a girl. He says to her, "Hold your shoulders up higher; quit slumping so much. And don't let your arm be so limp."

A second teenaged boy is dancing with a girl. He says to her, "Want to hear what a good dancing teacher told me? She told me to stand up nice and tall. And also, that the partners should push against each other just a little bit, so that the woman can tell better what move the man is wanting to do."

Which boy is less bossy with his partner?

- A. the first,
- or
- B. the second?

164. Some kids are on the playground at school. A first kid says to a friend, "Want to try something? Want to try walking on the balance beam, holding both hands with each other, one going forward and the other going backward? I saw some people try it, and I wonder if we can do it."

A second kid says to a friend, "Hey, come here. Get on that balance beam. Hold my hands. Both of them, not just one! Now let's walk. Go on!"

Which kid is less bossy:

- A. the first,
- or
- B. the second?

165. A first boy says to his friend, "Hey, watch this. Sit there, that's where the audience sits. OK, here goes the magic trick.... Pretty neat huh, OK, clap for the magician."

A second boy says to his friend, "Would you like to see a magic trick?" The friend says, "I'd really like to later, but I can't right now."

The boy says, "OK, the trick will keep until later, without spoiling!"

Which boy was less bossy?

- A. the first,
- or
- B. the second?

Don't Be Too Bossy

166. The first girl has a friend visiting at her house. She says, "OK, it's snack time. Sit down at this table, right here. Here's your milk, and here's your graham cracker. Eat it."

The second girl has a friend visiting at her house. She says, "Are you in the mood for a snack? We're allowed to get a graham cracker and some juice if you would like to."

Which girl was less bossy?

- A. the first,
- or
- B. the second?

167. Two teenagers are going house-to-house to ask people to sign a petition about clean water. One of them considers saying to the other, "Hey, stop, don't go to that house. We haven't been to this other house yet! Keep these houses in order."

The teenager also considers acting in a second way. She considers saying, "If we go to that house, we'll have to remember to go back to that other one, because we haven't been there yet, right?"

Which one is less bossy:

- A. the first,
- or
- B. the second?

168. There are certainly times when it is good to sound like you're the boss.

A boy has another boy visiting at his house. This visitor starts tormenting

the boy's dog. The dog is lying down, and the visitor grabs the dog's paw and pulls on it and won't let go. The dog clearly does not like this.

Here are two ways for the boy to respond to this.

The first is to say to his visitor, "Let loose of the dog's leg, right now. It's time for you to leave the dog alone."

The second is to say to his visitor, "If you're ready to do something else, that would be OK with me."

Which way do you think is better?

- A. The first, which has a bossier tone,
- or
- B. the second, which has a less bossy tone?

169. A boss supervises eight workers. The workers have gotten into the habit of standing around and chatting and goofing off for longer and longer periods of time. It's better for the boss to make a command than to give a suggestion if he wants to put an end to this. Which do you think would be better for the boss to say?

- A. "Do you think it's time to get back to work now?"
- or
- B. "Back to work now, folks. We need to cut down quite a lot on these breaks."

170. It is sometimes good to sound bossier. Like contradicting people, and criticizing people, and using tones of

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disapproval, there are times where you will need to boss people.

This book is advising you

A. never to boss people,

or

B. to boss people only when there is a good reason?

Choose What to Talk About

171. When you are talking with someone else, you want to find something that you and the other person will both enjoy talking about. How do you know whether the other person is enjoying a certain subject? You watch the person's face. Does the person look interested, or bored? Is the person looking at you, or looking out the window? You also listen to the person's voice. Does the person sound interested, bored, or impatient? Does the person look like he is having a good time or a bad time?

If the other person isn't enjoying hearing or talking about a certain subject, you will be more likely to want to

- A. try to find a different subject,
- or
- B. keep on talking about the same subject?

172. Fred likes to think about electronics. A friend named Jeb is visiting. Fred starts talking about what he's been learning about electronics. But Fred watches Jeb's face as Fred speaks. Jeb looks a little bored. Then Jeb picks up a book about horses and starts to thumb through it.

Fred thinks about two ways to respond.

The first is, "You can get the electric charge to build up on two little plates, and that is called a capacitor."

The second is, "My cousin gave me that horse book. Have you ever ridden horses, Jeb?"

Which do you think is better:

- A. the first,
- or
- B. the second?

173. A girl named Anna had a fun time talking with a boy she knew about gross things that dogs had done. But when she starts talking about this to her friend Sara, Sara makes a face that looks like something tastes or smells bad. Sara says, "Yuk." Sara looks like she hates hearing about this.

Anna thinks of saying two different things.

The first is, "You think that's yucky: I saw this other dog throw up, and guess what he did next?"

The second is, "Hey Sara, can you still play that song we played together on the piano?"

Which do you think Sara will enjoy more:

- A. the first,
- or
- B. the second?

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174. If the other person changes the subject, don't ignore that and keep going on the same subject.

Ronnie says, "I really like this certain way of handling it when I can't get to sleep. Of all the ways I've ever tried, this is the best."

His friend Michael says, "Ronnie, look at that dark cloud up in the sky."

Ronnie thinks about two ways of responding.

The first is: "Wow, that's really a black one. Do you think we're going to get a thunderstorm?"

The second is: "When I can't get to sleep, I just relax and start making up fantasies. But they have to be of a certain type. Let me tell you about them."

Which do you think Michael will enjoy more:

- A. the first,
- or
- B. the second?

175. Robert is telling Sue about a movie he saw. She looks at Robert and nods and often asks, "What happened next?" When Robert tells about something funny that happened in the movie, Sue laughs a lot. Robert is in the middle of telling the story of the movie.

Robert is trying to choose between two things:

The first is to keep on telling the story.

The second is saying, "Well, enough about the movie. Tell me about how things are at school for you."

Which do you think Sue would enjoy more:

- A. the first,
- or
- B. the second?

176. So far we have talked about watching and listening to the other person to decide whether to keep on a certain subject, or change it, or let the other person change it.

What are some subjects that people talk and ask about when they are getting to know another person better?

We can remember these subjects by the word *PAPER*. Each letter in the word *PAPER* stands for a group of things you can find out and tell about.

P stands for *places*. Where do you live? Where do you go to school? Where did you move from? These are some questions about places.

A stands for *activities*. What do you like to do for fun? Do you like to sing or play music? Do you belong to any groups or clubs?

Suppose someone asks you, "What's your favorite game to play?" Is that person asking about

- A. a place,
- or
- B. an activity?

Choose What to Talk About

177. The second P stands for people. Do you have brothers or sisters? Do you know John Smith? Who is your teacher?

E stands for events. What's been happening with you lately? What events are you looking forward to the most?

R stands for reactions and ideas. How did you feel when you heard about the teacher's plans to leave the school? What do you think about the idea of our country getting into a war? If you could make yourself rich or wise by snapping your fingers, which one would you choose?

Suppose someone asks, "What happened on the field trip?"

Is the person asking about

- A. people,
- or
- B. events?

178. Suppose someone says, "We went really deep into this coal mine. Then they turned the lights out."

Is the person talking about

- A. reactions and ideas,
- or
- B. events?

179. Suppose the first person says, "How was that for you? Was it scary?"

Is the person asking about

- A. reactions and ideas,
- or
- B. places?

180. Suppose the second person says, "Not really, but it startled me a little bit when somebody patted me on the shoulders. Then the lights came on again."

The first person says, "Was it one of your friends, or who was it?"

Is the person asking about

- A. people,
- or
- B. places?

181. The second person says, "I looked around at everyone who was standing near me. Then I saw my cousin, and he couldn't help laughing. I knew he had been doing it."

The first person says, "It sounds like it was fun for you, and you weren't mad at him. Is that right?"

Is the person asking about

- A. activities,
- or
- B. reactions and ideas?

182. Here are some things that people can ask about and tell about:

What television shows do you like to watch?

What sports do you like to do?

Do you like to build things?

How do you spend your free time?

What are some of your favorite books?

What's your favorite school subject?

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Which chores do you do in your family?
What games do you like the best?
Do you spend time dealing with pets?

Are these questions about:

- A. places,
- or
- B. activities?

183. Here are some more things that people can ask or tell each other about:

Do you have brothers and sisters?
How old is your brother?
What's your brother like?
Who's your teacher?
Do you know _____?
Who are some people you admire?
Who are your best friends?
Are these questions about:

- A. events,
- or
- B. people?

184. Here are some more things that people can ask or tell about:

Where do you live?
Where did you live before you lived there?
What place did you like the best, of all the places you've lived?
What places have you visited?
What place that you've visited have you liked the most?
Is there somewhere you would like to go if you got the chance?
Are these questions about:

- A. reactions and ideas,
- or
- B. places?

185. Here are more things to find out and tell:

How do you feel about the amount of homework you get: is it too much, too little, or just right?

How do you feel about the way other people treat you at school or work? Are they kind, or are they bullies?

What's your reaction to what's been reported in the news lately?

Do you have any ideas on the best way to end the violence that's been going on lately?

What are your ideas about how the world should be improved?

What are your ideas about how your school or classroom or workplace should be improved?

What are your ideas about what your country's leaders are deciding?

What's your reaction to what I just said?

Are these questions about:

- A. reactions and ideas,
- or
- B. people?

186. Here are some more things to find out and tell:

What's been happening to you lately?

Choose What to Talk About

Did you hear what happened yesterday...?

Guess what I saw happen today....

What's the best thing that ever happened to you?

Do you have plans for doing things that you are looking forward to?

Are you going to attend a certain event that is coming up soon?

Did you hear that a big storm is supposed to be coming?

Are these questions about:

- A. events,
- or
- B. places?

187. When you choose what to talk about with people, think about two needs that people have.

First, people like to feel comfortable and safe. They like to talk about things that don't threaten them. They like to talk in ways that are familiar to them, and that make them feel confident.

Second, people like not to be bored. They like stimulation. They want enough unusual or challenging things to talk about that they stay interested in talking.

These two needs can compete with each other. Choosing the most safe and familiar topics sometimes makes things boring. But choosing more risky or unusual topics sometimes makes people uneasy or nervous.

Here's a really useful rule. When you first get to know someone, focus on

making the other feel comfortable and safe. After you've gotten to know a person well, you can go into topics that are more unusual or risky.

This section advises you to "play it safer" in what you talk about, with people whom you

- A. don't know well,
- or
- B. know very well?

188. What makes something to talk about risky or unusual? It's good to think about two words: *private*, and *bizarre*.

The word *private* refers to things we usually share only with people we know well. One set of private topics is pooping, peeing, sex, and anything concerning the "private parts" of someone's body.

Here are two questions:

The first is: "Do you ever still wet your bed?"

The second is: "What's your favorite food?"

Which is more private:

- A. the first,
- or
- B. the second?

189. Here are two more questions:

The first is: "Have you ever seen a stomp rocket?"

The second is: "Do you ever have really hard poop, that hurts when it comes out?"

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Which is more private:

- A. the first,
- or
- B. the second?

190. There are lots of private topics other than those that have to do with the “private parts” of the body. Private topics include anything that someone could feel embarrassed about or get teased about. If some people might reject someone because of their answer to a question, that question is usually a private one. For example, some questions about religion are private, because some people feel very strongly that certain answers to those questions are very bad.

Here are two more questions:

The first is: “Do you believe in God?”

The second is: “Do you like dogs?”

Which is more private:

- A. the first,
- or
- B. the second?

191. Here are two more questions:
The first is: “Did your dad ever go to prison?”
The second is: “Did you ever go on a boat down a river?”

Which is more private:

- A. the first,
- or
- B. the second?

192. Here are two more questions:

The first is: “Do your parents ever yell at each other and get really mad and throw things?”

The second is: “What would you wish for, if you could have a wish granted?”

Which is more private:

- A. the first,
- or
- B. the second?

193. If someone asks you a question that you think is too private for you to answer, you can just ignore the question. Or, you can tell the other person you’d rather talk about something else. Or you can tell the other person that this question is too private for right now.

Suppose two people are throwing a football around. One asks the other, “So do you think your parents are going to get divorced, or stick together?” The second person doesn’t know the first well enough to want to talk about this.

The second person considers these ways of responding:

The first: “Here, see if you can catch this one.”

The second: “Let’s talk about something else.”

The third: “That question is pretty private; I think I’ll pass it up.”

Is the point of this section

- A. that any of these would be OK,
- or

Choose What to Talk About

B. that you must answer all questions?

194. The second word that is useful when thinking about risky topics is the word *bizarre*. This word means strange, weird, odd, far-out, or crazy. Talking about bizarre things can be fun when people most want not to be bored and to have some excitement. It is not often a good idea when people want safety and comfort.

James asked Mick, "Do you have any pets?"

Mick replied, "I have a pet roach. Sometimes when she lays eggs I sit on them to keep them warm while she's guarding the house from robbers."

Is what Mick said

A. not bizarre at all,
or
B. sort of bizarre?

195. Suppose that James really laughs at this, and says, "And do you take her out on walks, and if so, do you use a little leash?"

If James reacted in this way, would you think that James

A. enjoyed Mick's bizarre fantasy,
or
B. didn't enjoy it?

196. Suppose that instead, James frowns and looks confused and says nothing. Would this give Mick the message that James

A. enjoyed Mick's bizarre fantasy,
or
B. didn't enjoy it?

197. Suppose Mick gets the message that James doesn't like the bizarre fantasy. Which do you think would be better for Mick to say:

The first: "I'm trying to train my pet roach for the roach races that are held here each January. Each day I time her, and if she runs fast I scratch her on the belly. She loves it."

The second: "I'm just kidding, James. Actually I don't have any pets. How about you?"

Should Mick say

A. the first,
or
B. the second?

198. This story gives an example of something that is important to remember. If you get signals from the other person that what you are talking about is too bizarre or too private, back off quickly and go to more safe topics.

Suppose two friends are eating lunch together. Both of them have sandwiches. One of the friends picks up his sandwich and moves it as though it were speaking to the other sandwich. He says, in an unusual voice, "Hi, sandwich. I'm a sandwich, too. I just wanted to ask you, how do you feel about being eaten for lunch today?"

His friend laughs. He moves his sandwich as though it were talking

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back, in another unusual voice. The friend says, "I consider it a great honor to be eaten today. I've been hoping all day long that I wind up inside a stomach and not inside a garbage can."

Did the first friend get the message that the second

A. enjoyed his weird way of being funny,

or

B. did not enjoy his weird way of being funny?

199. Another word worth knowing is *macabre*. (It's pronounced muh KAH bruh.) This word refers to images that have to do with death or pain or destruction. It often refers to using these sorts of images for a form of entertainment.

Suppose that someone is doing a comic skit about the types of fish that eat their own babies. The person is imagining what a mother fish says to each baby fish before gulping it down.

Is this type of humor

A. macabre,

or

B. not macabre?

200. I think that usually the best thing to do is to avoid having fun with macabre images altogether. But if you don't follow this advice, then it's best to watch carefully for the other person's reaction. Change the topic quickly if the other person seems not to enjoy it. Also,

just as with private topics and bizarre talk, if you want to bring up macabre images, it's usually better to do it with

A. people you know well,

or

B. people you don't know well?

Be a Good Listener

201. Len is telling Larry about something that happened to him. While Len is talking, suppose that Larry is looking at a puzzle and fiddling with it with his hands. He doesn't speak when Len pauses.

Do you think that Len will feel that Larry is listening carefully to what he is saying?

- A. Yes,
- or
- B. no?

202. Suppose that instead, Larry looks right at Len most of the time. He nods when Len has finished making a point, and he says "Um humh!" He says things like "Oh?" "Humh!" "I see!" and "Wow," as he reacts to what Len says.

In this case, do you think that Len will feel that Larry is listening carefully to what he is saying?

- A. Yes,
- or
- B. no?

203. People get the idea you are listening to them when you say things like these:

- "Oh?"
- "Humh..."
- "Um humh!"
- "Wow."
- "Is that right!"

"Yes."

"I see."

"Cool."

"OK..."

"Huh!"

Nodding, while looking at the person.

These sorts of things are called facilitations. The word *facilitate* means "to make something easier."

Facilitations make it easier for someone to talk to you, because they know you're listening.

Do you think that better listeners tend to do

- A. more facilitations,
- or
- B. fewer facilitations?

204. Suppose that Max is talking to Lance. Max says, "I worry for all people on Earth. I've just been reading about how many nuclear bombs there are. Other nations are building more of them. We should be working harder to make world courts. We should make ways for countries to solve their conflicts without war. And we need to do this really fast."

Suppose Lance says, "If I understand you right, Max, you think that nations should be able to take all their disagreements to a world court. That way there would not be such danger of nuclear war."

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Do you think that Lance is being a good listener to Max?

- A. Yes,
- or
- B. no?

205. When Lance says back what he has heard Max saying, Lance is doing a *reflection*. If you say back in your own words what you heard someone say, to make sure you heard it right, the other person can be really sure you were listening.

Here are some ways that reflections can start out:

- So you're saying _____?
- What I hear you saying is _____.
- In other words, _____?
- So if I understand you right, _____?
- It sounds like _____.
- Are you saying that _____?
- You're saying that _____?

Suppose someone says, "It sounds like you're saying you don't want to see this movie."

Is that probably a

- A. reflection,
- or
- B. facilitation?

206. Jean says, "We were going to get together this afternoon, Wendy, and I was looking forward to it. But I found out today that I am going to have two tests tomorrow at school, plus a long essay to turn in. I'm worried that I may not have time to finish."

Wendy says, "So it sounds like you're saying it would be better if you could work this afternoon, and we could get together another time."

Did Wendy do a

- A. reflection,
- or
- B. facilitation?

207. Good listeners also do *follow-up questions*. Follow-up questions ask the other person to give you more information about something the person is already talking about. Follow-up questions do not change the subject.

Suppose John says, "I had a really bad time last week end."

Bill is listening to John. Which of the following would be a follow-up question if Bill asked it?

- A. "Why, what happened?"
- or
- B. "What's your favorite food?"

208. In the next few sections, Marcia will be talking and Tom will be listening. Please decide whether Tom is doing a facilitation, reflection, or follow-up question.

Marcia says, "I'm so happy! I just passed the three thousand dollar mark with my work!"

Tom says, "What do you mean; what's the three thousand dollar mark?"

Did Tom use a

- A. follow-up question

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or
B. facilitation?

209. Marcia says, "I mean that the total amount I've made from working as an editor of what other people have written has just gone over three thousand dollars."

Tom says, "Wow!"
Did Tom use a

A. reflection,
or
B. facilitation?

210. Then Tom says, "Please tell me more about this job."
Did Tom use a

A. follow-up question,
or
B. reflection?

211. Marcia says, "Our family was really having money problems. My parents were very upset. After my father lost his job, we didn't have enough to pay the bills. We were even worried that we wouldn't have enough to eat."

Tom says, "It sounds like it was a very tense time."
Did Tom use a

A. follow-up question,
or
B. reflection?

212. Marcia says, "So I got to thinking, that even though I'm not all grown up

yet, I can figure out a way to make some money for the family myself."

Tom says, "You wanted to help solve your family's money problems, huh?"

Did Tom use a

A. facilitation,
or
B. reflection?

213. Marcia says, "Yes. So I asked myself, 'What am I good at?' I've always done really well in writing and grammar and that sort of stuff. So I looked on the Internet, and I found a place where people could ask for people to do writing jobs for them, and other people could bid, and tell them how much money they want in return for doing the job. I decided I would give it a try."

Tom says, "So did people have a topic, and just ask you to write about it?"

Was this a

A. facilitation,
or
B. follow-up question?

214. Marcia says, "I started with jobs where they send me something they've already written. I proofread it and clean up the grammar and improve the awkward sentences, and then I send it back to them."

Tom says, "I see."
Was this a

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- A. facilitation,
- or
- B. follow-up question?

215. Marcia says, "The first one I got was an article on teaching reading. I worked so long on it! I wanted it to be perfect. I didn't charge much money. I just wanted a satisfied customer."

Tom says, "And was the customer satisfied?"

Was this a

- A. facilitation,
- or
- B. follow-up question?

216. Marcia says, "He sure was, and he wrote nice things about my work, that have helped me get other jobs since then. Each time I do a job, the person writes about how well I did."

Tom says, "Cool!"

Was this a

- A. facilitation,
- or
- B. follow-up question?

217. Tom then says, "How did you find the time to do all this?"

Was this a

- A. facilitation,
- or
- B. follow-up question?

218. Marcia says, "I quit doing lots of other stuff. I quit spending so much time on sports. I quit watching television. Those two freed up a lot of time. I figured, I don't want to waste my time on these things when I really enjoy the writing work just as much, plus I get paid for it."

Tom says, "So it sounds like you're having so much fun with your working that you don't miss what you're giving up."

Was this a

- A. reflection,
- or
- B. facilitation?

219. Marcia says, "You're right! I'm really excited, because I got a job editing a book for a big publisher. And the books I've bid on are all about school type subjects, so I learn a lot from going over them. In fact, I may learn more from this than from going to school!"

Tom says, "It sounds like you're really pleased with the decisions you've made!"

Was this a

- A. reflection,
- or
- B. follow-up question?

220. The sections that follow will give another conversation. As before, please name the type of message that the listener gives.

Be A Good Listener

Bob says, "I've had a lot of fun playing a new kind of game this afternoon. It's called cooperative basketball."

Jan says, "Oh?"

Was this a

A. facilitation,

or

B. reflection?

221. Bob says, "Instead of playing against each other, you try to help each other."

Jan says, "What are the rules of the game?"

Was this a

A. facilitation,

or

B. follow-up question?

222. Bob says, "It's a game for about two to four people. You pick a certain order for them to go in. You put a can or anything else about 25 feet from the hoop. Each time you shoot, you have to run around behind the can and come back before you shoot again. You go in order, shooting, getting the rebound and passing to the next person, and then running around the can. You keep going for three minutes. You see how many baskets all of you can make in that time. Then, you try for another three minutes. You see if you can break the record you set before."

Jan says, "So if I understand you right, you're all trying to get your shots

in, and to pass the ball as quickly as possible to the next person. And you're hoping that all the other people make their shots."

Was that a

A. facilitation,

or

B. reflection?

223. Bob says, "Right. And there's one more rule. The basket doesn't count unless at least one other person congratulates the person for getting it in. So usually everybody is saying, 'Nice shot!' and 'Congratulations,' and 'Good one!'"

Jan says, "So that rule makes it feel even more cooperative, huh?"

Was that a

A. facilitation,

or

B. reflection?

224. Bob says, "Yes. And when you beat your former record, it feels good, and you feel good toward your teammates."

Jan says, "Interesting!"

Was that a

A. facilitation,

or

B. follow-up question?

225. Then Jan says, "I seem to remember that there are a bunch of other cooperative games that people

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have played. Are you familiar with any more cooperative games?"

Was that a

A. reflection,

or

B. follow-up question?

226. Bob says, "There are hundreds of them, for people of all ages. Another example is Cooperative Freecell. Freecell is a solitaire card game. A computer version of it comes with the operating system of lots of computers. In Cooperative Freecell, two people play the game together, and they take turns making the moves. They can talk with each other about their strategy if they want. They both win if they can get all the cards in the right order."

Jan says, "I see!"

Was that a

A. reflection,

or

B. facilitation?

227. Jan says, "So if I understand you correctly, you can probably turn lots of familiar games into cooperative games, if you can figure out a way for both people to win the game if they work together well enough."

Was that a

A. reflection,

or

B. facilitation?

228. Bob says, "Yes."

Jan says, "So what's the idea of this? Why not just do regular games where people play against each other?"

Was this a

A. follow-up question,

or

B. facilitation?

229. Bob says, "The idea is that games have an effect on how you think about life and people. When you play against someone, you get used to hoping that the person will mess up. You get used to thinking that anything that makes the other person better off makes you worse off, and anything that makes the other person worse off makes you better off. The other person's efforts stand in the way of your making your goal."

Jan says, "Uh huh."

Was this a

A. reflection,

or

B. facilitation?

230. Bob continues, "But in life, people often need to work together toward goals, rather than work against each other. Think about the relationship between husband and wife, or parent and child, or between co-workers. If they can help each other rather than trying to defeat each other, they'll all be happier."

Jan says, "Right."

Was this a

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- A. facilitation,
- or
- B. follow-up question?

231. Bob continues, “So the idea of cooperative games is to practice working together. Some people hope that more of such cooperation will help nations keep from getting into wars.”

Jan says, “So if I understand you correctly, some people think that games have a really important effect on whether people work with each other or against each other, huh?”

Was this a

- A. facilitation,
- or
- B. reflection?

Know When to Stop Talking and Listen

232. When people talk with each other, they usually take turns. The first one talks while the second listens. Then it's the second one's turn to talk while the first one listens. When people are listening, they usually expect that pretty soon, they will get a chance to talk.

Sometimes people keep talking too long without stopping. How long is too long? It varies a lot. But as a general rule, if you keep going for more than a minute, watch out that you are going on for too long. If you aren't done with what you want to say, you can still stop talking. Sometimes the other person will say, "Yes, tell me more," or something like that. That gives you a signal that it's OK to keep talking.

When you are talking, what's about the longest you should go before getting the other person's reaction? Is it

- A. closer to a minute,
- or
- B. closer to ten minutes?

233. Suppose that someone has something she wants to say, but the other person keeps talking and talking and won't let her have a turn. Do you think she feels

- A. admiring,
- or
- B. annoyed?

234. How can you tell when other people want you to stop talking so that they can talk? There are certain signals that people sometimes send. They may:

1. open their mouths as if about to say something,
2. make a gesture with their hands as if they are starting to say something,
3. start looking at something else for a while, when earlier they had been looking at you,
4. look at their watches several times,
5. drum with their fingers or tap their feet,
6. have an impatient look on their faces, or
7. start to interrupt you.

If you get any of these signals, it's nice to:

- A. talk more,
- or
- B. stop talking so the other person can talk?

235. Sometimes people send signals that they are tired of talking or hearing about a certain subject and want to talk about something else.

Suppose Carl is talking with his friend Nat, about what he's been learning about music.

Carl says, "Each different key has a key signature. For the key of C it's no sharps or flats. For the key of G, it's one sharp, the f-sharp. For the key of D, it's

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two sharps, the f-sharp and the c-sharp. And then..."

Nat says, "Hey Carl, guess where I'm going tonight?"

Carl says, "For the key of A, you have three sharps, f, c, and g. Do you see how it makes a pattern?"

Think about the signal that Nat sent. Carl ignored it. How do you think Nat is feeling about what Carl is saying?

- A. excited,
- or
- B. irritated?

236. Richard has been talking for a good while with Mary about some interesting facts about chemistry. He says, "And then there are these sort of compartments that electrons fit into, and they are called orbitals."

Mary says, "Hey Richard, guess what I'm going to do tomorrow!"

Which of these do you think Richard should say:

- A. "Tell me about it, Mary, please!"
- or
- B. "The way the orbitals work has a lot to do with where elements fall on the periodic table of elements!"

237. Mark is getting to know Sally. He has been talking for a while about different types of cars, and which ones he thinks are best. He notices that Sally is not smiling much. He notices that her tone of voice is not very excited. He

notices that she doesn't say much in reply to him. He considers two options:

The first is to say, "But this topic may be boring to you. Let me talk about something else. I want to tell you about how I've been trying to decide what language to study."

The second is to simply stop talking and give her a chance to speak. If she brings up a different subject, he will try to listen enthusiastically.

Which do you think is better:

- A. the first,
- or
- B. the second?

Learn to Do Fun and Useful Activities

238. It's easier for people to be friends if there are things they enjoy doing with each other. It's easier for you to make more friends if there are more things that you enjoy doing with other people.

The most important thing to be able to enjoy doing with other people is conversation. If you can enjoy this, you can enjoy almost all other activities, because you can chat while doing them.

There are some activities that give people lots of chance to chat with each other. The activity is really something to do while talking. Eating a meal together or going for a walk together are examples of these.

Someone who really wants to talk with someone else would have more chance to talk while

- A. eating a meal together,
- or
- B. going to a concert together?

239. Some things that people do together require some skill; others don't. Which of the following two activities requires you to have a certain skill?

- A. watching TV together
- or
- B. singing harmony together?

240. Here is a formula that lots of people have used to make friends.

1. Find an activity you like that requires skill.
2. Spend the time and effort to get very skilled in that activity.
3. Do the activity with other people who will appreciate your skill.
4. Do not act stuck-up or boastful about how skilled you are. Be very appreciative if anyone else compliments you.
5. Be ready to help other people by teaching them the skill.
6. Be quick to reinforce other people for their accomplishments in the skill.

With how many different skills do you think different people have used this formula?

- A. Only one or two,
- or
- B. very many?

241. People have used this formula with many types of skills. One category is sports and games. Many people have become friends through being on teams together. Another category is the arts: drawing, dancing, singing, playing music. Another is work skills: for example, being an expert at treating headaches, at computers, at the publishing business, at selling. Another category, useful for students, is academic skill: being expert in reading, writing, math, science, sign language, and so forth. Another category, mainly

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for teenagers and adults, is political activity: groups for clean water and clean air, groups for peace, groups for gun control, groups against gun control. For almost anything that human beings do, from dog-training to making light bulbs, there is a group of people who enjoy sharing with each other their tips about how to do it well. If you've never heard of a group interested in a certain thing, look on the Internet and you can probably find one.

People tend to

- A. form groups with other people who are interested in something,
- or
- B. all work alone without talking with each other?

242. Almost everyone already knows a skill that someone else wants to get. Do you know how to read? Lots of people want to learn. Do you know how to play a fun type of game or sport? Lots of people would be interested in learning. Do you know how to do some useful work? Lots of people want to learn how to do it well.

But not all people are good teachers. Sometimes when people try to teach other people, they lose friends rather than gain them. How do they do this? In this book, we've already talked about a couple of ways: being too bossy and too critical.

Sam is teaching Dave to play chess. Dave is just starting to learn how the different pieces move. He makes a

move in a practice game. It is a legal move, even though it wouldn't be a move that a more expert chess player would choose.

Which would be better for Sam to say?

- A. "Good, you're remembering how the different pieces move!"
- or
- B. "That's a wimpy move."

243. If you're teaching someone how to do something, first see how much that person can do already. If the person is just starting out, don't try to teach the person to do something that's too hard. Teach the person something easy enough that he can succeed. Then the person can gradually work up the ladder of difficulty.

Suppose that Jane, who is a good guitar player, wants to teach Lisa to play. Lisa has never played before. Jane at first thinks, "Maybe I should start by teaching Lisa a very hard song that sounds really good. That way she'll be impressed." Jane has a second thought: "Maybe I should start teaching Lisa a very easy song, so she won't get frustrated right away."

Which idea do you think is better?

- A. the first,
- or
- B. the second?

244. When you are teaching people how to do a skill, it's good to explain how to

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do it, but it's also good to do it while they watch. That way, they can see what it looks and sounds like to do it.

Mark is teaching Len how to swim. Do you think it would be better for Mark to

A. sit on the side of the pool and tell Len what to do,

or

B. get in the pool and show Len what to do, while explaining it?

245. When you show people how to do something and they do it well, get excited and compliment them.

Suppose that Mark shows Len how to move his arms to stay afloat in the water. Then Len does it successfully. Which do you think would be better for Mark to say next?

A. "OK, the next thing you need to learn is how to move forward."

or

B. "Wow, Len, you did it! You learned to keep your head above water!"

246. When you show people how to do something and they don't get it right, be patient and show it and explain it to them again.

Suppose that a surgeon is teaching a student how to tie a certain knot. The student tries it and doesn't get it right. Which would be better for the surgeon to say?

A. "Watch me again, while I do it very slowly. You start by putting this one over this one."

or

B. "No, you messed it up."

247. If you keep showing people and explaining to them how to do something, but they still can't do it, don't get angry at them. Move down the ladder of difficulty. Let them practice something easier.

June is teaching Charlie to read. She is hoping that he can read something harder than he's ever read before. She reads a few sentences to him, and he tries to read it back. But he has trouble with lots of the words. She reads it to him again, and again he tries to read it back. But again he can't do it.

What do you think June should do?

A. keep reading it to him over and over,

or
B. try something else to read that doesn't have such hard words?

248. You can use these same principles upon yourself, when you are teaching yourself some skill. The principles are: 1. find the right place on the ladder of difficulty, 2. watch and listen to someone to see how to do it well, 3. practice doing it, 4. if you do it well, congratulate yourself, 5. if you don't do it well, watch someone else doing it well and try again; and 6. if you are not catching on after giving a good effort, find an easier point on the ladder of

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difficulty and practice that, then work your way up.

The principles of being a good teacher are for use

- A. with other people only,
or
- B. with yourself as well as with other people.

249. When someone is teaching you to do something, be sure to watch and listen closely. In other words, pay attention. Concentrate as hard as you can, and try as hard as you can to do the thing well. If you learn how to do it, don't forget to say "Thanks" to your teacher.

Max is getting some help in math from Fred. When Fred is showing Max how to do something, Max gets the urge to look out the window and think about something else. Instead, he uses self-discipline and concentrates on the math.

Which piece of advice is he following?

- A. when someone is teaching you, pay attention,
or
- B. don't forget to say "thanks" to the teacher?

250. The world is filled with interesting things to learn. People all around are learning and teaching skills. When people teach and learn in a friendly way, they develop good friendships. When you have already taught and

learned the skills, it's also fun to get together with people and use what you know.

This book regards skill-learning as

- A. important for friendship-building,
or
- B. not important for friendship-building?

251. If you're interested in friendship-building, it's useful to be curious and open to learning lots of new skills.

Larry is visiting John. John says, "Lately I've been having a lot of fun learning how to use a microscope. Would you like to see what I've been up to, and do it with me some?"

What could Larry say that would illustrate curiosity and openness to learning lots of skills?

- A. "No, I'm not good at that kind of thing."
or
- B. "Sounds interesting. Sure!"

252. Suppose John shows Larry all about how to use the microscope. What could Larry say next that would illustrate curiosity and openness to learning lots of skills?

- A. "OK, I see. Now what shall we do next?"
or
- B. "Hey, can I try it? Could I look at those slides there?"

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253. In cultivating the habit of being curious and open to doing and learning new things with friends, remember to hang on to your value system. Sometimes you will get suggestions that you will want to refuse.

For example, Teresa has a strong value of self-care. She wants to be healthy for a long time. When a friend says, "Come and let me show you this stuff I've been smoking. It makes you feel good. You should try some too."

Teresa's friendship-building habits give her the urge to say, "Sure, I'm open to that." But her value of self-care leads her to say, "No thanks, I'm not interested in smoking anything."

The general idea is that it is more important to

- A. do what's right,
- or
- B. go along with what friends want?

254. If you're a boy, you should know two things about skill at sports. First: during the school years, up until about college age, kids tend to admire boys who are good at sports. Sports are a way for boys to show how tough and strong and agile they are, and other kids seem to want to be on the side of boys who are tough and strong and agile. Sometimes boys who are really good at sports can get away with not doing many of the things this book talks about, but still have people want to be their friends.

Suppose a seventh grade boy has the talent to be good at sports. Suppose he really wants to have lots of people want to be his friends. would it be a good idea for him to

- A. spend time in sports,
- or
- B. spend time in other things?

255. During the college years and the years after college, sports don't help men get friends nearly as much as the rest of the skills this book talks about. In those years, being able to do something really useful that helps people and earns money is a much more important skill. In other words, it's more important to gain the skills that let people say that you are a "success."

Compared to the number of people who would like to make money in professional sports, the number of people who actually do so is very small. Even if a boy is very talented in a sport, one injury can sometimes end his sports career. It's important for boys not to "put all the eggs in one basket," focusing too much on sports skills. It's important for them to have a plan for how they are going to be successful in ways other than through sports.

Suppose there is a thirty-year-old man who is not a professional football player. Do you think it is more important for him

- A. to support his family by working successfully,

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or

B. to improve his skills at football?

256. There's an old saying, "Knowledge is power." This means that when you know how to do something really well, you have more power to influence people and to make people want to please you or be your friends. But this is true mainly when the knowledge is something that is very useful and in great demand.

One person goes to medical school and gets further training to learn all about how to do operations that will save people's lives. A second person learns all about how to win a certain video game that nobody else plays any more. For which person is it more true that "Knowledge is power?"

A. The one who went to medical school,
or

B. the one who learned the video game?

257. Let's talk about the skill of staying fit, trim, and in shape. In an ideal world, perhaps, this topic would have to do with health and not with friendship. But the fact is that people are often cruel and rejecting to people who are overweight. There is no excuse for this. People should never be cruel to anyone because of the appearance of the person's body. Other people avoid becoming friends with overweight people, without even realizing what they are doing. Like it or not, the fact remains that keeping the body in good

shape is an important skill for friendship-building. Because this skill has important health benefits as well, it's good to learn it as early in life as you can.

Maintaining a healthy weight and physical fitness is important for

A. health only,

or

B. both health and friendship-building?

258. Some people get carried away with the goal of being thin. Lots of young females, and a few males, lose so much weight that they put their health in danger and look unattractively skinny as well. Some even die from eating too little. Many more spend so much of their thought and energy worrying about their weight that they crowd out less self-centered activities such as helping other people. If you are smart, you will get all the nutrition you need each day, not get too skinny, and not spend lots of time and energy worrying about your weight.

The idea you have just read is

A. it's impossible to be too thin,

or

B. you shouldn't be a weight-loss fanatic?

259. What are some healthy habits that let you stay fit and trim without starving yourself? The following five habits will be good ones to follow throughout your life.

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1. Find some form of exercise you enjoy, and get half an hour or more of exercise per day. An hour a day is even better.
2. Read and learn about nutrition and the contents of the food you eat. Make sure you get adequate protein, fiber, and vitamins and minerals, as well as enough calories of energy.
3. Get into the habit of eating lots of fruits, vegetables, and whole grains.
4. Limit yourself to a certain number of calories of “junk food” per day. By “junk food,” I mean cookies, candy, cake, pie, pastries, brownies, pop, potato chips, sugar, butter, ice cream, and so forth. How many calories make the right limit for you? It varies according to how much exercise you get, and other factors. You can experiment and see. A starting point is 300 calories per day.
5. Form the habit of planning what you will eat, and then eating no more than you have planned, rather than eating just a little more and just a little more.

These habits are meant to last

- A. while you are on a diet,
or
B. all your life?

260. Do you know someone who gets rejected because of being overweight?

If so, you may have the chance to help someone in a way that person will never forget. Perhaps you can do that, simply by becoming friends with that person, and enjoying the person. All people need acceptance and kindness. If you give these when they are in short supply, they will be much appreciated.

The idea here is that

- A. you should teach overweight people the five habits just listed,
or
B. if someone has been rejected for a bad reason, your friendship and kindness will be especially helpful to that person.

Remember That Games Are for Fun

261. Suppose that you are playing a board game with a guest. As you play, you get a lucky break and it looks as if you will win the game. The guest shouts out, "You cheated! I hate you! I'm not going to play any more!"

Is the guest

A. being a "sore loser,"

or

B. making a reasonable point?

262. Suppose that you are playing a board game where you roll dice. The person you are playing with casually drops the dice down on the table, and if the roll is good, he counts it. If the roll is not good for him, he rolls the dice again and says, "This is my real roll."

Do you think the person is

A. using a good strategy,

or

B. cheating?

263. Many people have lost friends by being a sore loser or cheating at games. Some of these people seem to convince themselves, for the moment, that their worth as a person depends upon whether they win the game or not. They forget that playing games is a way of having fun together, and having fun together is a way of building friendship. You don't have to win a game to prove that you have a right to live on Earth.

If people keep in mind how little difference it makes whether they win or lose a game, maybe they will be MORE likely to

A. be sore losers and cheat,

or

B. be gracious and fair?

264. Suppose that someone is playing a game against you. Every now and then the person tells you a new rule.

Sometimes the person changes a rule, saying he now remembers the way the rule was supposed to be. But every time the he states a rule, the rule helps him in the game.

Is the person more likely

A. being fair,

or

B. cheating?

265. If someone is in the habit of being a sore loser, how can that person change the habit? One way is by doing fantasy rehearsals. The person would practice in his mind losing a game, but being fair and gracious. Here's how a fantasy rehearsal might sound. Someone imagines playing a game, and says the following out loud.

"I'm playing chess. Uh oh, I didn't see that move coming. He has forked my king and my queen, and I'm going to lose my queen. He's won the game.

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“Let’s see, I want to remind myself that this is only a game. This isn’t so terrible. This is a game, not a battle. I want to be friends with the other person. I want to stay cool. I want to be friendly.

“I’m saying, ‘That was a really smart move. You’ve won. Congratulations.’

“I’m feeling good about the way I handled this. I used fortitude.”

What the person did is called a

A. screenplay,

or

B. a fantasy rehearsal?

do a fantasy rehearsal of

A. not cheating,

or

B. being thrifty?

266. Here’s an example of a fantasy rehearsal for breaking the habit of cheating in games. Someone imagines playing a game, and says the following out loud:

“I’m playing a game of soccer, really hard. The ball rolls a little out of bounds. But I have a good shot, and I kick it, right into the goal. Somebody says, ‘Was that ball out of bounds?’ I’m getting the urge to say ‘No, it was just a little inside the line! The point counts!’ But I have a very strong goal of not cheating in games. So I say, ‘Yes, it was out of bounds. I just couldn’t resist kicking it.’

“Now I feel really good about being honest. I try as hard as I can to play well and win. But I am glad I realize that being honest is more important than winning.”

This is an example of how to

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267. Laughter is one of the best parts of being alive. Humor is a great way to have lots of fun with friends.

There are three parts to having a good time with humor. One part is enjoying it when someone else does or says something funny. Another part is doing or saying funny things yourself. And a third part is being careful not to hurt people's feelings with laughter and humor.

Laughter and humor

- A. always make people feel good,
- or
- B. sometimes hurt people's feelings?

268. To avoid hurting people's feelings, try never to laugh in ways that embarrass other people.

A teacher asks a question to a student in a school classroom. The student stutters and stammers as he answers. He said, "I th- th- think so." Another student quickly imitates him and said, "I th- th- think so too!" Lots of other kids in the class laugh loudly.

How do you think the student who stuttered and stammered felt toward the person who made the joke?

- A. friendly,
- or
- B. angry?

269. While a person is getting something out of his pocket, he drops a couple of books that he is carrying. Another person who sees this says, "Man, you're so clumsy, you can't walk and chew gum at the same time!" Other people laugh loudly.

How do you think the person who dropped the books feels?

- A. embarrassed,
- or
- B. joyous?

270. If you get good enough at the skill of humor, you can create lots of laughter, and do lots of laughing, without hurting people's feelings.

One of the purest forms of laughter comes from sheer enjoyment of what life has to offer. For example, a baby may laugh when she realizes she is about to be fed. As a second example, a child gets to run around outside in a summer rain, and he laughs and giggles as he does so.

Here are two more examples of humor. One is an example of the sheer enjoyment of what life has to offer.

The first is that a comedian says, "Let's see now folks, the next joke is the one about the ceiling. Hmm... no, I think I'll skip it. It's over your heads."

The second is that a child goes sledding with friends, and as she and

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they go down the hill, she laughs with joy.

Which one is the laughter of “sheer enjoyment of what life has to offer”:

- A. the first,
- or
- B. the second?

271. The joke that the comedian told in the last section was an example of another type of humor, called the pun. In puns, the joker takes advantage of the fact that the same words can mean two different things. When you “get” the joke, you realize that the joker is using the words in two ways. The phrase “over your head,” for example, can mean literally “above you” or it can also mean “too complicated for you to understand.” It’s often funny when someone in a playful way leads us to understand something one way, and then we realize there’s a second way that was also intended.

Here’s a riddle. Why can’t your nose be twelve inches long? Answer: Because then it would be a foot.

Here’s a similar one: “Did you hear about the person who is built upside-down? His nose runs, and his feet smell.”

Are these last two jokes

- A. puns,
- or
- B. not puns?

272. A girl sees her father get a package. She looks to see where it is from, and it is from South Carolina. She starts dancing around, singing, “South Carolina, boo bi de doo!” Her family members laugh, and she laughs too.

Is this an example of

- A. a pun,
- or
- B. sheer enjoyment of what life has to offer?

273. If the humor is based on a word or phrase having two different meanings, it’s usually a pun. Here’s a riddle:

“Which is faster: hot, or cold?”

The answer is, “Hot, because you can catch cold.”

Is this

- A. a pun,
- or
- B. not a pun?

274. Someone says, “You know how people stand on their hands? I can stand on one finger! Do you want to see?”

The other says, “Yeah.”

So the first person bends over and puts one finger underneath his foot, and says, “I’m standing on one finger!”

Is this humor

- A. a pun,
- or
- B. not a pun?

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275. Another way people are sometimes funny is by exaggeration. You make a claim that is much more than anything that could be real. Through laughter the listener lets you know he or she is in on the pretending.

At school, someone insults a boy. The boy says, "You be careful, or I'll call my big brother on you. He is really BIG. In fact, he's so big ..." (here the boy waits for a second or so and looks around to make sure people are listening) "...he's so big the phone company assigned him two area codes." People laugh. The boy continues, "He's so big he has a tattoo on his chest, that's a map of our country, and down in the corner of the map it says, 'actual size.' He's so big that when he plays hopscotch, instead of going '1, 2, 3,' he goes 'Mercury, Venus, Earth, Mars....'" Is this boy's humor

- A. a pun,
- or
- B. exaggeration?

276. One person says to the other, "It's hot out there, isn't it?"

The second person says, "You're right about that! In fact, it's so hot that I saw a bird pulling a worm out of the ground ... using a potholder!"

Is the second person's humor

- A. a pun,
- or
- B. exaggeration?

277. "Are my clothes old and ragged? Well, I'll just tell you that last night a holdup man saw me on the street, and he gave *me* money." The person is not only exaggerating, but also

- A. telling the serious truth,
- or
- B. pretending something that isn't true?

278. Here's another example of exaggerating and pretending something that isn't true. This time it's a very cold day. One person says to the other, "Is it cold enough for you?"

The second person says, "It's so cold that a while ago, even my watch was rubbing its hands together to keep warm."

(Note to readers of this book in the future: at one point in history there were no digital watches, and there existed watches that had little rods called "hands" that moved around the watch to tell time.)

When someone claims that the hands of a watch were rubbing together to keep warm, is it

- A. easy to know the person is pretending,
- or
- B. hard to know the person is pretending?

279. Someone says, "Did you hear about the world's scariest scarecrow? It was so scary that the crows didn't just

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stop taking the corn. They also brought back the corn they had taken earlier!”

Although you wouldn't *believe* that crows would bring back corn they had taken, you can imagine it, and the image for some reason is a comical one for lots of people. When you pretend for the purpose of humor, it helps if the images you imagine are in themselves outlandish enough to be funny.

The joke about the scarecrows is based on

- A. a pun,
- or
- B. pretending and exaggerating?

280. Pretending something that isn't true is involved in lots of humor. Exaggeration is one way of doing that. But there are other ways.

A person is giving a speech. He has just been introduced. He stands up and says, “We're gathered here to talk about a very important topic. It's a topic that is crucial for all people. And if I can just find here in my notes what it is, we'll get started. Oh yes!...”

Was he trying to be funny by

- A. doing a pun,
- or
- B. pretending something that wasn't true?

281. Not all pretending is funny. It has to be just believable enough, and it has to have a certain connection with what is really going on.

Suppose the speaker had said, “Today we are here to look at the pattern on the ceiling. It's really an interesting one.”

Some people may think that what he said in the previous section was not very funny. But what he said in this section was probably

- A. even more funny,
- or
- B. even less funny?

282. A doctor is teaching medical students about how to help patients who are very badly hurt. He describes a case where someone has several bones broken, and is bleeding from several places. The teacher says, says, “And when a patient is hurt as badly as this, you all know what to do first. You call in an order for not one, but two bowls of chicken soup. No, really ...” and then the doctor tells what you are really supposed to do.

Is the doctor

- A. doing a pun,
- or
- B. pretending something not true?

283. If what this doctor said is to be funny, the people listening have to first know something: that lots of people think that chicken soup is good for anybody who is sick. Lots of times humor depends on something like this that is “inside information” that the speaker thinks the listener knows about.

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Since some people really do think that chicken soup is good for sickness, what the doctor said is just believable enough that some people may laugh. Some of the things you can pretend do not have that little connection that makes them a little bit believable. Some things that you can pretend are just bizarre, and to most people, not funny.

Suppose the doctor had said, "For someone injured this badly, you all know what to do first. Order for the patient a veggie burger sandwich, a tossed salad, and some French fries."

Would this be

- A. less funny,
- or
- B. more funny?

284. Here is something written by Robert Benchley.

"People often come to me and ask what I would recommend for this and that, and I ask them, 'This and that what?' And they go away sadly and think I am a very wise man. I am not a wise man. I am just a simple man. 'Simple Simon' they used to call me, until they found out that my name is Robert. I take Life as it comes, and although I ... sometimes lie on the floor and kick and scream and refuse to eat my supper, I find that taking Life as it comes is the only way to meet it."

Most of the time when people talk about taking life as it comes, they are acting as if they are very mature and grown-up. For this reason, talking about

having tantrums like a three-year-old is not what we expect to find in the same sentence. Sometimes it's funny to pretend just the opposite of what people expect.

In being funny by pretending,

- A. you should always pretend what people expect you to pretend,
- or
- B. sometimes it's fun to lead people to expect one thing and then pretend just the opposite.

285. When you pretend something that isn't true in order to be funny, you shouldn't make it *too* believable. You want what you say to be a joke, not just a lie.

Suppose that someone says, "When I grow up I think I'm going to count trees for a living."

The second person says, "I knew someone who did that kind of thing. He worked for a conservation group."

If the second person has really been pretending something that isn't true, as a joke, what is the problem with the joke?

- A. It's not believable enough,
- or
- B. it's too believable?

286. The person has to say, "I'm just kidding." Any time you have to say, "I'm just kidding," you know the pretended image is too believable.

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Suppose that instead the person had said, “When I grow up I want to be a philosopher. I want to figure out whether in heaven, peanut butter still sticks to the roof of your mouth.”

This may not be too funny, but at least it is unbelievable enough that for most people, you wouldn’t have to say, “I’m just kidding.”

If you have to say, “I’m just kidding” often, you should learn from your experience to make your pretendings

- A. less believable,
- or
- B. more believable?

287. Lots of children have played a “what if” activity with funny pretending. In this activity, you just imagine funny things with each other and laugh at them. For example, the first says, “What if our teacher came to school in a frog suit?”

If the other is in the right mood, he might giggle at this and say, “And what if at the same time, a frog came to school dressed in a teacher suit?”

The first says, “Excuse me, but speaking of frogs, is that a frog jumping out of your pocket?”

The second says, “Why no, it’s just a pocket jumping out of my frog!”

Suppose the first person had said, “What if our teacher came to school in a solid red suit?” This would probably be less funny because it is

- A. too believable,
- or
- B. not believable enough?

288. Sometimes people pretend things that aren’t true in a funny way by acting them out rather than just saying them.

People are eating supper together, and they are getting a little bored. One person starts speaking with a fake foreign accent as if he were a professor lecturing. “And vutt ver you asking me?” he says. “Oh yes, how do ve eat. Ze most important thing to know is that you take some food, and put it right in ze mouth. Like so. Any questions?”

Do you think that it would be better to do something silly like this

- A. when people are bored and wanting some stimulation,
- or
- B. when people are in a hurry to make an important decision?

289. Here’s another way that people are sometimes funny. They first lead people to expect that they are going to talk only about something very serious or formal. Then they surprise the listener by talking about something more silly.

Here’s an example. A woman is leaving for work. She says to her husband, “Well, I’m off to work for truth, and justice, and the money to buy junky clutter.” Truth and justice are very serious and high-brow subjects. Getting money to buy junky clutter is

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- A. also very serious,
or
B. not as serious, by comparison?

290. In Woody Allen's book *Getting Even*, the author pretends to describe some school courses. He starts describing the course, "Introduction to Psychology," like this: "The theory of human behavior. Why some men are called 'lovely individuals' and others you just want to pinch."

After starting out serious, does he give us a little surprise by

- A. staying serious,
or
B. getting silly?

291. In Woody Allen's book, the blurb for the course in "Modern Biology" starts out, "How the human body functions, and where it can usually be found." Is this

- A. serious in the first half and silly in the second half,
or
B. the other way around?

292. Another way to be funny involves playing around with words' meanings, as we do when we make puns.

Questions have different meanings, depending on what the key word is. If I say, "Why did you *ride* the elephant," I am meaning why ride her rather than do something else with the elephant – for

example feeding her or teaching her tricks. If I say "Why did you ride the *elephant*," I mean why did you ride the elephant rather than riding something else, for example your scooter or bicycle.

Sometimes it's funny to answer the question that wasn't intended. For example, two people are leaving to go somewhere. One person says, "Do you want to drive your car?"

The second person says, "Drive it? Well, I could try to carry it, but it's a little heavy. Yes, I think I'll drive it."

Is the second person

- A. answering the question the other person meant to ask,
or
B. pretending that the first person meant something different?

293. Here's a riddle with the same structure. Question: "Why does the Statue of Liberty stand in New York Harbor?" Answer: "Because it's too stiff to sit down."

The question seems to be asking why New York Harbor rather than somewhere else. But the answer tells

- A. why New York Harbor,
or
B. why standing rather than sitting?

294. A very old riddle goes: "Why does Uncle Sam wear red, white, and blue suspenders?" The answer: "To hold his pants up."

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The question seems to be asking why the suspenders are the color they are. The answer tells why there are suspenders at all. Thus the answer to the riddle gives

- A. a little surprise,
- or
- B. no surprise?

295. One of the most famous riddles of all time is the same sort of joke. (I'm not sure why it is so famous.) "Why did the chicken cross the road?" Answer: "To get to the other side." You expect a different type of answer to the question "why." You know to get to the other side, but you thought the question meant "Why did the chicken *want* to go to the other side? What was better about the other side than about the side the chicken was already on? Why would a chicken risk its life to take such a dangerous journey – what payoff did it expect?" Alas, the joke

- A. answers these questions,
- or
- B. does not answer these questions?

296. Many jokes depend on the listeners' knowing some sort of "inside information." Those people who work with psychotherapy think often about the fact that if someone is to be helped by talking with a therapist, the person must "really *want* to change." Only to people who have thought about this would the following joke be funny:

How many psychotherapists does it take to change a light bulb?

Only one, but the light bulb must *want* to change.

Because what people know about and think about always changes,

- A. there will always be new jokes made up,
- or
- B. someday all possible jokes will have been made up?

297. Another way that people act funny is by talking and pretending about forbidden or taboo or usually private subjects. The mentioning of these private subjects brings on some risk of offending people. Getting away with mentioning these things, without offending people, but with making them laugh, seems to add some extra excitement to joking around.

Here's a mild example. If you're an American outside the bathroom, what are you inside the bathroom? European. (You're a 'peein'.)

Not surprisingly, this taboo subject is called "bathroom humor."

An example of another usually private topic would be

- A. how cars work,
- or
- B. sex?

298. In addition to bathroom activities and sex, another private or forbidden subject is poking fun at religious

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beliefs. Perhaps the most forbidden topic is characteristics of racial groups.

Be careful about joking about forbidden topics. You can sometimes hurt people or hurt your reputation, even when some other people laugh. You can contribute to a climate of disrespect. If you are a member of the president's cabinet, you may lose your job.

The recommendation about taboo topics for jokes is to

- A. be careful not to disrespect people, or
- B. joke about what you want to wish anybody you want?

299. In addition, there are times and places in which it's not good to joke around. When people are in the middle of working very hard on a very important goal, sometimes it is quite irritating for someone to start joking or acting silly. This is because

- A. people have no sense of humor, or
- B. people don't like being distracted from working toward their goals?

300. How can you tell whether people are enjoying your humor? You watch their reactions. If they are laughing joyously, you know that they are having a good time. If they frown, look irritated or impatient, if they don't laugh, and if they try to get back to some task they are working on, you've got a clear

message that you should save your jokes for some other time.

Someone makes a quick joke to a friend while they are taking a very important test. The friend does not look up, but keeps working on the test.

Should the person

- A. keep quiet and work on the test, or
- B. try the joke again, maybe a little louder or with someone else?

301. What if you are not good at making up funny things? Appreciating it when other people are funny might endear you to friends even more than being funny yourself. If you can recognize when someone is trying to entertain you by humor, and enjoy it as much as you can, you have given the other person a great gift. If there is anything more fun than laughing at someone else when they are funny, it's having other people laugh when you are funny.

The advice here is that whether or not you are not good at being funny yourself, it's good to:

- A. avoid people, or
- B. learn to appreciate other people's humor?

Invite the Other Person to Be With You

302. Some people find themselves lonely, even when other people would like to get together with them. Why? Because they don't invite other people to get together with them. Inviting people is your way of letting people know you have the time and interest for friendship.

Suppose that Gina is interested in becoming better friends with Nancy, who lives in her neighborhood. Which of the following will most help her become better friends with Nancy?

A. Saying to herself, "Sigh. I wish I were better friends with Nancy."

or

B. Saying to Nancy, "Nancy, would you like to come over to my house for a while?"

303. If someone can't accept your first invitation, don't give up. The person may be busy. One option is to figure out another time when the person is free.

Ray asks Susie to go to a party with him, but she is planning to be out of town on the date of the party. In which way is Ray most likely to become better friends with Susie?

A. To say "OK," and never invite her to anything again,

or

B. To say, "Maybe we could get together and do something after you get back in town. Is there any time that you'd be free?"

304. Suppose you ask someone to get together with you. You say, "Pick any time that you are free." If the person doesn't pick any time, you may be getting a message that the person doesn't have time for a friendship with you. If the same thing happens again and again, you can be pretty sure that the person does not want to spend time in friendship right now. This is often the way people find out whether the other has the time and interest for friendship, rather than directly asking the other person.

Most people find out whether the other person is interested in friendship by

A. issuing invitations and seeing how the other person responds,

or

B. asking the other person, "Do you like me? Do you want to be my friend?"

305. If you invite someone and the person says no, of course it does not mean that you are a bad person or that you are unworthy of friendship. It takes time to be someone's friend. Some

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people are too busy to have time for making new friends. Sometimes people turn down invitations because they are shy. Sometimes people don't want to be friends for reasons that only they know. So don't worry if not all people accept your invitations.

When you hardly know someone, to find that this person does not have time for a relationship with you is, hopefully,

A. not a big deal,

or

B. a major humiliation and defeat for you?

306. Suppose someone invites you to get together, and you can't go. But you would really like to be friends with this person. Then make it clear that you would really like to get together another time.

Which way of answering an invitation makes it clear that you want to be friends?

A. "No, I can't do it."

or

B. "I really wish I could, but there's something else I've committed myself to do then. How about another time? Maybe next Tuesday?"

307. What do you invite people to do with you? When you get to know someone, you find out what sorts of things they like and don't like to do, so

that you can know what to invite them to do with you.

When you don't know people well, you usually invite them to be with you for a shorter period of time. That way, if the two of you do not get along, you aren't stuck with each other for so long!

Spending the night together, making a trip to another town together, or going on a week-long hiking trip together would be examples of things for which you would invite people you

A. don't know well,

or

B. already know well?

308. People often need time to come to trust that the other person is safe to be with. Because of this, people often prefer to have their first meetings in places where other people are around.

A young man is inviting a young woman to get together with him for the first time. Do you think that she will feel safer going with him

A. to lunch at a restaurant,

or

B. to a cabin in the middle of the woods, by themselves?

309. It takes some courage to issue invitations. You have to be brave enough to handle it if your invitations get turned down. Inviting also takes some planning ahead and organizing. When you plan to get together with someone in the future, you will want to

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write down your plans so you won't forget them. No one likes being "stood up" for an appointment with someone else.

Making invitations is worth the courage and organization skills that it requires, because it's hard to have friendship without invitations. The basic building block of friendship occurs when people decide to spend time together. The more comfortable you can make yourself with inviting people to be with you, the easier it will be to have friendships.

This book recommends that you

- A. get comfortable with inviting people to be with you,
- or
- B. be careful never to issue an invitation that might get turned down?

Balance Carefulness With Courage About “Social Danger”

310. If there is danger that a heavy bookcase will fall over on you and hurt your body, that is *physical danger*. If there’s a danger that something you do will cause people not to like you, and you may lose friends, that’s *social danger*.

Lisa has a different religion from most of her friends. She worries that if they find out, they will not want to be friends with her. Is Lisa worried about

- A. physical danger,
- or
- B. social danger?

311. Sometimes people need to learn to be more careful about social danger. Suppose Peter goes to a birthday party. Whenever there is a time when everybody is supposed to sit in a circle and listen to one person, Peter jumps out in front of everyone and does a funny dance. The first time he does it, it is funny. But as he does it more and more, people yell at him to sit down. They are getting mad at him. But he seems not to realize that they are mad. Does Peter need to become

- A. more careful about social danger,
- or

- B. more courageous about social danger?

312. Sometimes people need to get more courageous about social danger. They need this when they have unrealistic fears that people will think bad things about them. They need to get more courageous when fear of social danger gets in their way and makes them unhappy.

Martha goes to a birthday party. She thinks, “Oh no, maybe my present won’t be as good as other people’s. Maybe people will think that the things I say are stupid. Maybe my clothes are not right.” She thinks these things so often that she feels very nervous and scared during most of the party.

Does Martha need to get

- A. more careful,
- or
- B. more courageous?

313. At school, a boy cracks jokes when the teacher is talking to the class. One or two kids laugh; the rest of them glare at him or roll their eyes. The teacher looks very mad. But the boy just enjoys entertaining the couple of other kids who laugh at him.

Does this boy need to get

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- A. more careful about social danger,
or
- B. more courageous about social
danger?

314. A boy wants to invite a girl to get together with him. He wonders whether the girl is “popular,” and whether the girl will just laugh at the invitation. The boy imagines that when the girl tells the other girls that he invited her, they will all laugh at him. These images are so scary to him that he never invites the girl.

Does the boy need to get

- A. more careful about social danger,
or
- B. more courageous about social
danger?

315. People who need more courage often scare themselves by imagining that everyone is judging them and evaluating them. For example:

Nan sees in a shopping mall a bunch of kids who go to her school. She says hi to them and they say hi to her. Then they go their separate ways.

Then Nan imagines that they are talking about how her hair didn't look very good, or how her clothes didn't look right, or how she sounded timid when she talked to them, or how she didn't smile enough, or maybe how she should have stopped and chatted with them longer. She imagines that they are

spending much of their time judging her on how she looked and acted when they saw her.

In fact, they were involved in a conversation with each other. They politely greeted her when they saw her. They went right back to their discussion, without a single thought about whether Nan looked or acted right.

Was Nan

- A. thinking they judged her, more than they really did,
or
- B. thinking they judged her, less than they really did?

316. People who need more carefulness about social danger often make the opposite mistake.

Lunk goes to a birthday party. When someone hangs up a pinata, he jumps up and grabs it and runs off with it, laughing wildly. When the birthday boy blows out some candles, Lunk pushes his face into the cake so that he gets icing all over his face. Lunk laughs wildly about this. Then Lunk can't understand why for the next two years, he doesn't get invited to the birthday party of anyone who was there or who heard about this.

Was Lunk

- A. thinking they judged him, more than they really did,
or

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B. thinking they judged him, less than they really did?

317. People who need more courage about social danger often need to figure out that people aren't judging them as much as they think they are. They also sometimes need to learn that it isn't so terrible if someone judges them in a bad way. Instead of "awfulizing" about it when someone thinks something bad about them, they need to "not awfulize." This means they need to remind themselves that no one can please and impress everyone, and it's not the end of the world if someone is displeased with them.

Max is at school. He is carrying some books. He starts to drop a book, and when he goes to catch it, he drops all his other books. A boy he hardly knows laughs at him and says, "Man, you're so clumsy, your hands need training wheels!"

Later, Max finds himself thinking, "This is terrible. He must think I'm really a fool. I can't stand this."

Would you call these thoughts

- A. awfulizing,
- or
- B. not awfulizing?

318. But when Max notices himself thinking in this way, he says to himself, "Wait a second. Why is it so horrible if this person thinks I'm a klutz? I can take it. I don't have to have everybody thinking I'm great at everything."

Would you call these thoughts

- A. awfulizing,
- or
- B. not awfulizing?

319. People who need more courage about social danger are often called "shy." People who need more carefulness about social danger are often called "impulsive."

Maria often thinks, "It will be terrible if this person doesn't like me. If I look foolish, I will never get over it."

Do you think that it is likely that Maria is

- A. shy,
- or
- B. impulsive?

320. In the same sorts of situations, Rosemary often doesn't think very long. Her thought process sounds more like this: "Here's something that would be fun or exciting. Here I go, I'm doing it!"

Do you think that it is more likely that Rosemary is

- A. shy,
- or
- B. impulsive?

321. It's possible to be neither shy nor impulsive. Emily tends to think in this way: "Here's something that would be fun or exciting. Would it make people feel good? I think it would. I think it

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would be a perfectly OK thing to do. There's a chance that I would look foolish. But I can take it if that happens. So here I go." At other times, Emily thinks, "Here's something that might be fun or exciting. Would it be safe; would it make people feel good? I think it might have bad consequences. It might make people feel bad. I think I'll not do that. I'll find another way to have fun." She decides carefully what to do. She likes to have people like her, but she is not overly afraid that people will not like her.

The main thought that keeps her from being too impulsive is, "Would it be safe, would it make people feel good? I think it might have bad consequences...."

Which is the main thought that keeps her from being too shy?

A. "There's a chance that I would look foolish, but I can take it if that happens,"

or

B. "Would it be safe; would it make people feel good?"

322. For those people who need more courage about social danger, it's good to try to think less about the question "How do they judge me," and to think more about the question, "Am I being kind to them?" or "Can I make them happy?"

Molly is playing her piano in front of lots of people. She finds herself thinking, "Will they think I'm a good

player? Will I make a mistake? Will they all think I am lazy and never practice?" When she thinks these thoughts, she feels scared. Is she thinking about

A. "How will they judge me,"

or

B. "Am I being kind?"

323. When Molly realizes that her thoughts are making her scared, she decides to look at her piano concert in a different way. She thinks, "I want to help them have a good time listening to me. I want to play in a joyous way. That way, the audience and I will have a good time together. I'll give them a chance to enjoy this great music."

She finds that these thoughts make her less scared. Is she thinking about

A. "How will they judge me,"

or

B. "Am I being kind?"

324. A girl is about to invite someone she knows to do something with her. She thinks, "Hey, if she can get together with me, then I'll have the chance to help her have a good time. If she can't get together with me, then she's gotten the compliment of knowing that I wanted her company. Either way, I do something kind for her."

Is she thinking about

A. "How will she judge me,"

or

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B. "Am I being kind?"

325. A man is about to give a speech. He starts to think, "Maybe they won't think I'm a good speaker. Maybe they will give me bad ratings." He finds that these thoughts make him nervous. Is he thinking about

A. "How will they judge me,"

or

B. "Am I being kind?"

326. The same man decides to look at things in a different way. He says to himself, "I have some useful things to tell them. If they listen to me and use this information, they will be better off. I'll have the satisfaction of giving them a good opportunity to help themselves." He finds that these thoughts make him less nervous. Is he thinking about

A. "How will they judge me,"

or

B. "Am I being kind?"

327. Jane splits up with her boyfriend, Tom. She sees Bill, one of Tom's friends. She gets the urge to compliment Bill by saying, "Hey Bill, you really knew what you were doing in that science lab this afternoon, didn't you?" But then Jane thinks, "Tom probably told him all sorts of bad things about me. He probably hates me." She finds herself starting to glare at Bill.

Is she thinking about

A. "How will he judge me,"

or

B. "Am I being kind?"

328. But then Jane thinks, "How do I know he hates me? Even if he does, it's a kind thing to compliment someone on something he did well. So I'll do it." She goes ahead and compliments what he did, in a friendly way.

Now is she thinking about

A. "How will he judge me,"

or

B. "Am I being kind?"

329. If you need to get more courage about social danger, it helps to remind yourself that you will make some social goofs. Everyone gets embarrassed every now and then. It's good to look upon these as a chance to prove to yourself that the world does not end.

Ricardo is leaving a party. He says to Ms. Frick, "Thanks very much for having me here, Ms. ..." and then he forgets Ms. Frick's name. He can't think of how to finish the sentence, and he blushes so that his face turns bright red.

The suggestion of this section is that he think about this by saying to himself,

A. "This is awful and I can't stand it!"

or

B. "The world is not going to end when I make a mistake like this."

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330. By the way, suppose you were Ms. Frick. How would you respond to Ricardo, in the most gracious possible way? You'd probably respond in a way that didn't call attention to his forgetting your name. Which of these do you think would be the kinder?

- A. "The name is Frick."
- or
- B. "Thank you very much for coming, Ricardo."

331. Suppose that you need to become more careful about social danger. The question, "Am I being kind," is still very useful. As long as you are trying to be kind to everybody, you don't have to worry too much about social danger.

Charlie is with some people he knows. He gets the urge to pour a lot of ice down one of their backs. Then he thinks to himself, "Would that be kind? I don't think it would make this person particularly happy." So he decides not to do it.

People who need to be more careful about social danger will find that the question, "Am I being kind," is

- A. very useful,
- or
- B. not very useful?

332. Focusing on being kind helps in getting both more courage and more carefulness about social danger.

Here are some more ways of getting more courage about social danger, or overcoming "social anxiety."

1. Stay in the type of situation you fear, long enough to get used to it.
2. Work your way up gradually from easier situations to harder ones.
3. Practice relaxing your muscles.
4. Rehearse in fantasy how to handle the situation well.
5. Choose your self-talk so as not to scare yourself.

The five ideas listed are ways of increasing your:

- A. carefulness,
- or
- B. courage?

333. Nick is very shy. He finds it very hard to talk with people. He decides that he will start out with easy situations. He talks with his little sister every day, trying to be a very good listener. He chats with his parents and his grandmother. He pays attention to what he is doing, so that later he can do the same sorts of things with people he doesn't know so well.

Is Nick

- A. working his way up gradually from easier to harder situations,
- or
- B. practicing relaxing his muscles?

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334. After chatting with a family member, Nick imagines himself chatting with a boy or girl his age. He practices in his fantasy the skill of telling about his own experience and listening to the other person.

Is Nick now doing

- A. fantasy rehearsal,
- or
- B. choosing his own self-talk?

335. Nick plans to invite a friend to go to a fair with him. He is nervous about doing this. He notices that he is thinking to himself, "The other person is going to think I'm a dork. I'll get laughed at. It will be horrible." He decides to talk to himself differently. He says to himself, "The chances are really small that the other person will think bad things about me. But even if this happens, I can take it. I'm tough enough to handle that." Is Nick

- A. relaxing his muscles,
- or
- B. choosing his own self-talk?

336. Jacintha is also shy. She belongs to a club. After the meeting, people stand around and chat with each other. She has been leaving the meeting as soon as it ends, because she is scared of chatting with people after the meeting. But she decides that she will reduce her fear. She plans to hang around after the meeting and talk with anyone else who stays there, until the last people are

leaving. She finds that when she does this, she feels very nervous at first. But the longer she stays, the more she gets used to the situation.

Is Jacintha

- A. working her way up gradually,
- or
- B. staying in the situation she fears long enough to get used to it?

337. Jacintha goes to a party. She thinks to herself, "What if I can't find someone to talk to? What if I stand by myself?" Then she chooses to tell herself, "Hey, it won't be awful if that happens. I can handle that. It's no crime to stand by yourself for a while until you find someone to talk with."

Is Jacintha

- A. choosing her own self-talk,
- or
- B. practicing relaxing her muscles?

338. As Jacintha goes to the party, she notices that she has her jaw clenched very tightly. She relaxes her jaw and her face and neck muscles. She notices that she feels a little less anxious as soon as she does this.

Is Jacintha

- A. choosing her own self-talk,
- or
- B. relaxing her muscles?

339. As Jacintha goes to the party, she rehearses in her fantasy how she chatted

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with people after the meeting. She remembers how she felt more and more comfortable doing that. She imagines herself feeling comfortable in the same way at the party.

Is Jacintha

- A. doing a fantasy rehearsal,
- or
- B. choosing her own self-talk?

340. Now let's talk more about strategies for those who need to get more careful about social danger, or overcoming "impulsiveness." Here some:

1. In moments when you are by yourself, practice listing consequences for actions. Think of something that someone might do, and list several possible results that this action could have.
2. Fantasy rehearse getting the urge to do something, then stopping to think about it first. Make a good decision and celebrate making a good decision.
3. When you are by yourself, practice sitting still and quiet and learning to enjoy "low stimulation." The more you can enjoy low stimulation, the less you will need to do impulsive things to keep from getting bored.

4. In real-life situations, do some self-talk as you decide what you are going to do.
5. In real-life situations, predict what you think the most likely consequence of your action, or someone else's action, will be, and see if you are right. See if you can make this a fun game for yourself.
6. In real-life situations, pay attention to people's faces and tones of voice to see whether they approve or disapprove.

Are these ways of developing skills of

- A. carefulness and thinking before acting,
- or
- B. courage?

341. Now let's look at some examples of these. Earl is going to a party. In the past, he made people mad by taking things that people have and running away. Before going to the party, Earl sits by himself and thinks: "I'm imagining myself at the party. Someone has a really interesting toy. I have the urge to grab it and run away, laughing. But I think, 'Wait a minute. That would just make the other person mad. Maybe instead I'll go up and sit by him, and look at it. Maybe I'll say, 'Hey, that's interesting! I like it!'" instead. I'm doing that, and he tells more about it, and I listen. I feel good that I thought before I acted."

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Was this

- A. fantasy rehearsal of thinking before acting,
- or
- B. doing self-talk in a real-life situation?

342. Earl knows that he has gotten in trouble before because he couldn't stand boredom, and needed to stir up excitement just for some stimulation. He sits in his room and closes his eyes and imagines a pretty waterfall and pretty clouds. He thinks to himself, "I'm able to handle this for a lot longer than I could when I first started practicing it."

Is Earl

- A. practicing handling low stimulation,
- or
- B. doing self-talk in a real-life situation?

343. Earl is still by himself. He imagines that someone at a party gets behind a girl and tries to hold her pony tail straight up in the air without her noticing it. He lists possible consequences to himself. Maybe the person will be able to do it, and other people will laugh. If this happens, maybe the girl will feel mad. Maybe the girl will feel the person's hand on her hair immediately, and be very mad at the person who tried to do it. Maybe the girl will make a sudden move, and she will feel her hair yanked if the person

can't let go of it in time. Earl thinks of several more possible consequences.

Is Earl

- A. practicing listing consequences, while by himself,
- or
- B. doing some self-talk in a real-life situation?

344. Earl goes to the party. He is helping the host pass out cake. He gets the urge to toss a piece of cake to a kid. But then he thinks to himself, "Wait a minute. If I do this, the person might get icing all over his hand when he tries to catch it. Or he might drop it on the floor. I'll just hand it to him instead."

Now is Earl

- A. doing some self-talk in a real-life situation as he decides what to do,
- or
- B. practicing sitting still and quiet by himself, to handle low stimulation?

345. At this party, people sing happy birthday. Earl hears another kid singing in a very high-pitched voice, to draw attention to himself. Earl thinks to himself, "I predict that people won't like this. It's drawing attention away from the kid whose birthday it is." One kid's mother frowns at the other boy and shakes her head, and another boy puts his hand over the boy's mouth. Earl thinks, "Yes, I predicted right."

Is Earl

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- A. fantasy rehearsing a careful decision,
or
- B. predicting consequences in real life,
and seeing if he is right?

346. When Earl noticed the frown on the face of the mother at the party, was he

- A. practicing handling low stimulation,
or
- B. paying attention to people's faces
and tones of voices to see whether they
approve or disapprove?

Be Kind; Try to Make the Other Person Happy

347. We've already talked about several ways of being kind. Doing polite and cheerful greeting rituals and parting rituals is a kind thing. Smiling at people is kind. Being courteous and polite, for example saying thank you, is an act of kindness. Using friendly tones of voice makes people feel good. So does reinforcing and complimenting the other person. Being a good listener to someone is one of the nicest things you can do. Many of the keys to friendship building are ways of being kind to another person.

A girl makes up her bed and cleans up her room in the morning. She quickly cleans up her sister's room, so that her sister will be surprised when she comes up to her room.

Would you call this an act of

- A. helping,
- or
- B. forgiving?

348. Nancy is doing a magic trick with some string. She accidentally flips the string so that it hits her friend Rita in the face. Nancy says, "I'm so sorry. Are you OK?"

Even though Rita is in pain, she says to Nancy, "I know you didn't do it on purpose, Nancy. Don't worry. I'm OK."

Would you call this

- A. helping,
- or
- B. forgiving?

349. Someone has written a computer program that is very useful for learning to read musical notes. The person shows the program to his friend. The friend says, "Wow, I really like that. That's a way to learn that I'd really like to use."

So the person says, "Here, I'll make a copy of it for you. You can use it all you want."

Would you call that way of being kind

- A. sharing,
- or
- B. forgiving?

350. Jana is visiting Lucia. Jana writes a note that says, "Dear Lucia, you are such fun to be around. I enjoy being with you. Your friend, Jana." Jana leaves this note taped to a light switch that she knows Lucia will use later in the day, after Jana has left.

Would you call this way of being kind

- A. smiling,
- or
- B. writing?

351. A man is getting a spoon from a drawer. His wife asks him, "Could you

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please get me a spoon too, while you're up?"

The man has the urge to say, "Get it yourself, I'm not your servant." But he thinks better of this and says, "I'd be happy to."

She says, "Thanks."

He says, "It's my pleasure."

Would you call this way of being kind

- A. writing,
- or
- B. helping?

352. Blake is an expert at teaching swimming. Blake has a friend who doesn't know how to swim. Blake says, "If you want to learn, I'll teach you how."

Would you call this way of being kind

- A. politeness,
- or
- B. teaching?

353. Another way of being kind is to console, or be sympathetic with, someone after something bad has happened.

Ned has a friend whose grandmom has died. Ned tries to let the friend talk about what happened, and tries to be a good listener. Ned is very sympathetic. He doesn't forget what happened, and he often asks how the friend is doing.

Would you call this way of being kind

- A. giving,
- or
- B. consoling?

354. Another way to be kind is through physical affection, if it is appropriate.

A father gets home from work. As soon as he walks in the door, his daughter yells out, "Daddy!" and she runs up to him and hugs him. Would you call this way of being kind

- A. affection,
- or
- B. consoling?

355. A person has a good friend. She makes sure to call up the other person or invite the other person to get together fairly often, because she wants to keep the friendship.

Do you think we should call this way of being kind

- A. spending time together,
- or
- B. consoling?

356. Jane's friend Kristen comes to visit. Kristen sees that Jane is in the middle of putting her clothes back into her closet and drawers. Kristen says, "I'll put clothes away with you, it'll get done twice as fast that way." Kristen helps, and they also have fun chatting to each other while they are getting the chore done.

Be Kind; Try to Make the Other Person Happy

Would you call this way of being kind

- A. helping,
- or
- B. giving?

357. Another very kind act is called “not spoiling.” This means that you don’t do what the other wants, when you don’t want to reinforce the other person for acting bratty or bossy.

A boy says to his mother, “Get over here. Get me something to eat.”

The mother says, “I’m sorry, but when you talk that way I have a duty not to do what you want.”

The mother’s refusal to do what the boy wanted is a form of kindness called

- A. forgiveness,
- or
- B. not spoiling?

358. An old saying goes, “A friend in need is a friend indeed.” This means that someone who is kind to you when you are in great need, especially when the person has to sacrifice to help you, earns your loyalty.

Jennifer has several friends in the neighborhood who are willing to give her little presents. But one day Jennifer’s daughter gets very sick. Jennifer has no car, and she needs help in getting her daughter to the doctor. Most of her friends can’t do anything for her, because they are busy with other things.

Jennifer calls her friend Maria. Maria is about to leave for work. But when Maria hears what is happening, she drives Jennifer and her daughter to the doctor. Maria risks losing her job by taking the time out to help Jennifer.

Helping out when someone needs it the most is

- A. more important than giving presents,
- or
- B. less important than giving presents?

Stick Up For Your Own Way When It's Reasonable

359. So far in this book we have spoken mainly about being nice to the other person: thinking about what would make the other person happy, and doing those things. But there's another important part of building friendships: sometimes *not* going along with everything your friend wants, but sticking up for your own way.

Elaine sometimes gets really bad headaches when she stays up late at night and messes up her sleep schedule. She gets invited to a sleepover party where there will be lots of other girls. Elaine knows that there will be lots of noise and no one will be going to sleep until very late. She does not enjoy staying up late, and she especially does not enjoy getting headaches.

Suppose that when Elaine is invited to the party, she says, "Oh, OK, I guess so, sure, I'll come, thanks!" And then suppose she goes to the party, tries to pretend to have a good time, and suffers in silence the next day if she gets a headache. Do you think she would be making a

- A. good decision,
- or
- B. a bad decision?

360. Suppose that instead, Elaine says, "I appreciate being invited. But I often get headaches if I stay up late and lose

sleep. How about if I come to the party, but go home at about nine in the evening?"

Suppose the friend says, "Sure, that's fine."

In this case, Elaine stuck up for what she wanted rather than going along with the first thing her friend suggested. What Elaine wanted happened to be perfectly OK with her friend.

Do you think in this second example, Elaine made a

- A. good decision,
- or
- B. a bad decision?

361. Here are two questions to ask yourself when you are deciding whether to go along with what someone else wants or to stick up for what you want. First, is what I want reasonable? And second, am I asking for it in a way that is as polite as I can make it and still get the job done?

A boy goes to a friend's house, and he is invited to stay for supper. When he sees what the family is having for supper, he says, "I'm afraid I don't like two or three of the things you are having. Could you please cook me some other things instead, so I can have lots of things I like rather than just a few?" The way the boy asked for this was

Stick Up For Your Own Way When It's Reasonable

fairly polite. Do you think that what he asked for was

- A. reasonable,
- or
- B. not reasonable?

362. Richard is visiting at another boy's house. The other boy puts on a video that is very violent. Richard very much dislikes violent videos, and he also has concluded that violent entertainment is not good. Richard says to his friend, "I'd rather not watch this video. Would you be willing to do something else, like go outside and play basketball some?"

Do you think that what Richard wants is

- A. reasonable,
- or
- B. unreasonable?

363. Richard's friend says, "No, I really wanted to watch this video now."

Richard says, "One option is that I could play basketball by myself for a time, while you're watching it. Or I could head on back home."

The friend says, "I want you to watch it with me."

Richard says, "I'm not going to do that, because I don't like that kind of movie. We can do something else together if you want, or you can watch the movie and I'll either go home or do something else."

Richard is sticking up for his own way. Do you think he is doing it in a way that is

- A. polite,
- or
- B. impolite?

364. Rob is sitting in a line in a gym class. His friend whispers to him, "Ned is gay; pass it on."

Rob says to his friend, "No, I'm not going to pass it on."

The friend says, "Come on. Don't stop the message."

Rob says, "Passing your messages is not my job."

Do you think that Rob's refusing to go along with what his friend wanted was

- A. reasonable,
- or
- B. unreasonable?

365. John is sitting and eating lunch at school. One of his classmates looks at a cookie John is eating and says to him, "Hey John, I like that! Give it to me! Hand it over!"

John knows that if he gives food to this classmate, others will feel entitled to get some too. John wants to eat his own lunch, and let his classmates eat theirs. Do you think this wish is

- A. reasonable,
- or
- B. unreasonable?

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366. Suppose John were to say, "You have no right to my lunch, and if you try to get it away from me I'm going to punch you right in the face."

Would you call this

- A. threatening the classmate,
- or
- B. being fairly polite to the classmate?

367. Suppose John were to say, instead, "No, I think I'll eat my lunch and let you eat yours." Would you call this

- A. threatening the classmate,
- or
- B. being fairly polite to the classmate?

368. Rana goes to visit a friend. The friend puts on some music and plays it really loudly. Rana knows that loud music can permanently damage your hearing. Rana says to her friend, "Could we please turn the music down? It's not good for our hearing to have it so loud, and besides, I don't enjoy it when it's so loud."

Do you think that what Rana wanted was reasonable, and what she said was polite?

- A. Yes,
- or
- B. no?

369. Suppose that the friend turns down the music. Rana feels grateful to her,

and thanks her. This makes the friend feel good.

Suppose that instead, Rana had just gone along with the loud music, thinking, "This girl is damaging my hearing. But I shouldn't say anything to her, because she might not like me as much."

Do you think that Rana would have felt

- A. friendly and happy,
- or
- B. angry and unhappy?

370. A man is at home, working on his family finances. He has to concentrate very hard on what he is doing. His children run into the room he is in, chasing each other and yelling at each other. His first thought is, "I don't want to kick them out. I'll just have to put up with this, even though I don't like it." Then he thinks again. His second thought is, "I need to concentrate on this work. I'll get them to stay out of this room until I'm finished. Then I'll spend some time with them."

Which of the two thoughts do you think is more likely to make the man feel friendly to his children when his work is finished?

- A. The first,
- or
- B. the second?

Stick Up For Your Own Way When It's Reasonable

371. Suppose the man considers saying to his children, "Get out of here and stay out! And quit that idiotic yelling!"

He also considers saying to them, "If you want to yell and run and chase, please go outside. I'm going to close my door and stay here by myself, because I have important work to do. If I can concentrate, I'll get finished sooner, and maybe we can do something fun then."

Which of the two ways of sticking up for his own way is more polite?

- A. The first,
- or
- B. the second?

372. What happens if you go along with what someone else wants all the time? First, the other person usually starts to expect that you will do whatever he wants. Second, you will usually feel mad or resentful about "having to" go along with what the other person wants. You may not want to keep the other person as a friend. You may decide that it is no fun being the other person's friend. But if you are able to stick up for your own way, you may find that you can enjoy being a friend in a way that the other person can enjoy, too.

Being able to stick up for your own way when it is reasonable makes it

- A. more likely that you will feel friendly to the other person,
- or

B. less likely that you will feel friendly to the other person?

373. On the other hand, some people very often stick up for their own way when what they want is not reasonable; they also do this in impolite ways. Do you think that this makes other people

- A. like them more,
- or
- B. like them less?

374. It's good for people to work out the problems that they have with each other. It's much better if they can talk with each other about them than to talk behind each other's backs to other people about these problems. It's better for them to work out their problems than for one or both of them to stay mad at the other.

Here are seven things that people can do when they are working things out with each other.

1. Defining. Each person defines the problem from his or her point of view, without blaming, and without telling what the solution should be.
2. Reflecting. Each person reflects to let the other person know he understands the other person's point of view.
3. Listing. They list at least 4 options.
4. Waiting. They don't criticize the other's options till they've finished listing.
5. Advantages. They think and talk about the advantages and disadvantages of the best options.

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6. Agreeing. They pick one to try.
7. Politeness. They don't raise their voices or put each other down or interrupt.

(The mnemonic for these 7 guidelines is "Dr. L.W. Aap.")
These things tend to

A. make people mad at each other,
or
B. get problems solved effectively?

375. Pat and Lee have a problem.

Here's how they talk about it.

Pat: Lee, could I talk with you about a little problem? Whenever we're together hanging out at your house, you like to put on some fairly loud music, and I keep wanting to turn it down or turn it off. It distracts me from whatever we're talking about. Plus it makes it hard for me to hear you.

Lee: So you're saying the problem is that the music I put on bothers you?

Pat: Yes.

What has happened so far?

A. Pat has defined the problem and Lee has reflected,
or
B. Pat has listed options?

376. The conversation continues:

Lee: Well, I guess I've gotten into a habit of putting on music whenever I'm relaxing. I do it automatically.

Pat: You're saying that to put on the music is an automatic habit for you now.

Lee: Yes.

What has now happened?

A. They have talked about advantages and disadvantages,
or
B. Lee has told his point of view and Pat has reflected?

377. Lee: One option is that you could just remind me, and I'll turn it off. Or I could turn it down. Or I could just remember, and not turn it on when you come.

Pat: Or, we could just agree that I'll turn it down or off, and you'll leave it there, if that's OK with you. Or another option is that I could try to get used to it.

That's about all I can think of.

What has happened now?

A. They have agreed on something,
or
B. they have listed at least four options, without criticizing the options.

378. Lee: Sounds like enough options to me. The one I like the best is that you can just turn it down or off and I'll leave it however you put it. The advantage is that you get it how you like it, and I don't have to remember anything. And I can listen to my music at plenty of other times.

Pat: Sounds good to me. Let's try it, and see how it works.

Lee: Great.

What has happened now?

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- A. They were impolite to each other,
or
- B. they talked about the advantages of
an option, and they agreed on
something.

379. If all conflicts could be solved as easily as this one, the world would be a simpler place. But in order for people to do this sort of problem-solving, people have to be willing to

- A. talk with each other about what they want,
or
- B. never tell each other what they want?

Be Honest

380. Suppose that Jane invites Lucy to come to her house. Lucy says, "I can't ... because I have to go to a piano lesson all afternoon." Later that afternoon, Jane walks past Lucy's house. Jane sees Lucy playing basketball outside with another friend. When Lucy sees Jane coming, she and her friend quickly dart inside the house.

Jane figures that Lucy lied to her about the piano lesson. For some reason, Lucy couldn't tell Jane that she had already made plans to get together with someone else.

How do you think Jane would feel toward Lucy?

- A. warm and friendly,
- or
- B. angry and distrusting?

381. Most people very much dislike the feeling of being tricked. They like the feeling that what someone is telling them is true. If they are told one thing that they find out is not true, then they will perhaps be suspicious of everything the person tells them from then on.

Matt is at Jim's house. Jim says, "I won a chess tournament."

Matt is a very good chess player. Matt says, "Great, do you want to play chess?"

Jim says, "I lost my chess set."

Matt says, "OK." A while later, Matt sees a chess set on a shelf. Matt

says, "Look, Jim, there's your chess set!"

Jim doesn't look happy to see it. He says, "Oh, uh, that's my brother's chess set. That's not mine."

Jim's brother happens to overhear this, and walks into the room. He says, "Jim, what are you saying? That's not mine, that's yours."

It turns out that Jim has never won a chess tournament, and he can hardly play chess. He lied about the chess set to try to cover up his lie about winning the chess tournament.

If you were Matt, would Jim's behavior give you

- A. a good impression of Jim,
- or
- B. a bad impression of Jim?

382. People usually lie because they can't take the embarrassment of telling the truth. In the first example, Lucy was too embarrassed to say to Jane, "I've already made plans to get together with someone else this afternoon. Could we do it a different time?"

In the second example, Jim was too embarrassed to say to Matt, "That's neat that you're a good chess player. I've played a little, but I haven't learned to do it very well."

It may not seem very hard to say these things, but for some people it is easier to lie.

Be Honest

People who feel comfortable admitting that they are not perfect, without being embarrassed, probably find themselves

- A. less likely to lie
- or
- B. more likely to lie?

383. Suppose that Tom is with Lunk. Lunk has lied to Tom on several occasions about little things such as the examples we've talked about so far. Suppose Tom is very allergic to eggs. He gets very sick if he eats the slightest amount of anything with eggs in it. Lunk offers Tom a cookie. Tom says, "Does the cookie have eggs in it?"

Lunk says, "No, no way. It's fine. Have it."

Do you think Tom should

- A. take the cookie,
- or
- B. read the ingredients for himself?

384. Tom reads the ingredients on the cookie box, and sees that the cookies do contain eggs. Tom feels angry. He shows the ingredient list to Lunk. Lunk says, "Well, I *thought* the cookies didn't have eggs."

Tom asks, "What made you think so?"

Lunk says, "I read it on a box of cookies just like this, and it said, 'no eggs.'"

Tom guesses that Lunk didn't really read this, but that he is lying about this as well.

Would you advise Tom

- A. to spend a lot of time with Lunk,
- or
- B. to find other friends to be with?

385. Frank is eating lunch at school. A boy named Lem is bragging about how he tricked another boy named Zeke. Lem says, "You know that teacher Mr. Davis? He is so antiwar. Some people have called him 'Sarge,' and he hates it. It makes him really mad. So the other day I said to Zeke, 'Call Mr. Davis "Sarge." He'll like it. He gets a real kick out of that.' So Zeke goes up to him and says, 'Hi Sarge,' with this big smile on his face. You should have seen his face when Mr. Davis went ballistic at him! I was cracking up!"

The next day, Lem says to Frank, "Frank, lend me two dollars to get home with. I promise tomorrow I'll pay you back. I'll even give you a five dollar bill."

Frank remembers a time when someone promised him a five dollar bill and gave him a piece of paper with the words written on it, "This is a bill. Please pay five dollars."

Do you think that Frank should lend Lem the money?

- A. Yes,
- or
- B. no?

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386. If you think that Frank should hang on to his money and not lend it to Lem, you are probably right. Why might people decide that Lem should not be trusted? Is the moral of the story

A. "Don't trust anyone,"

or

B. "Don't trust anyone who brags about tricking other people."

387. Why do people break off relationships with people who lie to them? Sometimes it can be very dangerous to be lied to.

Mark is a man who has had trouble with drinking too much alcohol. His doctor has put him on a drug that makes him get really sick when he drinks alcohol. This drug is to keep him from drinking. It is even possible that he could die from drinking lots of alcohol while on this drug.

Mark is at a party. He asks the host of the party, "Does this punch contain alcohol?"

The host says, "No, have all you want, it's nothing but fruit juice."

Mark drinks it. It has alcohol in it, and Mark gets very sick.

Later, the host says, "I meant it didn't have *much* alcohol in it. All party drinks have a little alcohol in them, don't they? Well, almost all of them."

We depend in very important ways on the truth of what people tell us. For this reason

A. lying is a quick way to get friends,

or

B. lying is a quick way to lose friends?

Keep Your Temper

388. There's a way to lose friends even faster than by lying. It's by losing your temper and insulting or physically hurting someone.

Mike is playing tennis with his new friend Basil. Mike thinks Basil's shot landed out of bounds. Basil disagrees. Mike stands his ground, and insists that he is right. Basil starts to yell at him and calls him obscene words and hits him with his tennis racket.

How long would you guess this friendship will last after that? Is it more likely to be

- A. many years,
- or
- B. not at all?

389. There are many benefits of friendship. But they seldom outweigh the costs of being insulted. They almost never outweigh the costs of being physically hurt. People who insult or hurt other people lose friends very fast.

If someone has a temper problem, there is a way of solving this problem. Unfortunately, it takes a lot of work. But for those who are willing to do the work, it is very helpful.

Temper problems

- A. are impossible to solve
- or
- B. are possible to solve if the person is willing to work hard enough?

390. Here's a way to learn anger control. You make a list of a bunch of the sorts of situations that would make you lose your temper. You decide what a calm, reasonable way of handling each of those situations would be. You decide not only how you would like to act, but also how you would like to feel and think in those situations. In other words, for each of a bunch of situations that might make you mad, you decide on reasonable and desirable thoughts, emotions, and behaviors.

So far we've talked about deciding on

- A. the inner reason for being angry,
- or
- B. good ways of responding to situations that might make you angry?

391. Once you have decided on good ways of handling situations that would have made you angry, the next task is to do fantasy rehearsals of handling the situations well. Fantasy rehearsal means that you imagine the situation very vividly, and then you imagine yourself thinking, feeling, and behaving in the way that you would like. You also imagine celebrating in your mind, thinking to yourself something like, "Hooray, I'm glad I handled this situation so well!" Importantly, you do fantasy rehearsals many, many times.

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The next step after listing situations and deciding on good responses to them is

- A. fantasy rehearsal,
- or
- B. screaming to get your anger out?

392. Suppose that Basil wants to work on anger control. He makes a list of situations where he's in the habit of getting mad. One of them is having someone call a tennis shot out of bounds when he thought it was in bounds. Then he decides how he wants to respond to this situation. He decides that he wants to think, "This is just a friendly game; it's no big deal. I'm not playing in a tournament." He decides that he wants to feel annoyed about 1 on a scale of 10 rather than furious 10 on a scale of 10. He decides that he wants to let his friend make the call. He also wants to keep in mind other options for the next time it happens, such as playing the point over.

Is he now finished with working on this situation?

- A. Yes,
- or
- B. no?

393. The next step for Basil in working on this situation is to do many fantasy rehearsals of handling the situation well. When you do fantasy rehearsals, it's good to do them out loud, or in

writing. Here's how it sounds when Basil does a fantasy rehearsal:

"I'm playing tennis with Mike. The game is close. I hit a great shot. I watch where the ball hits. It hits right on the line, it's my point! But Mike is saying, 'That shot was out.' I feel disappointed. I'm not at all sure he's right. I'm saying, 'I thought it was in.' Mike is saying, 'Nope, definitely out.' Now I'm thinking, 'This is just a friendly game. It's not worth getting upset over. Keeping my temper is much more important than winning that point. I'll stay cool. Let's see if I can give him this point and still win.' So I'm feeling a little annoyed, but I say in a gracious voice, 'OK Mike, your point!' I feel good that I didn't lose my temper. Hooray for me!"

Did Basil speak out loud about the situation, thoughts, emotions, behaviors, and celebrations?

- A. Yes,
- or
- B. no?

394. Anyone who is really serious about learning anger control should do lots of fantasy rehearsals out loud, every day. It's also a good idea to tape record or write down these fantasy rehearsals, and listen to them or read them over and over.

But doing fantasy rehearsals is not the last thing on the to-do list. Next you try as hard as you can to keep your temper in real life. You keep very

Keep Your Temper

careful track of what you do in every real-life situation that would have caused you to lose your temper. When you are able to stay calm and act reasonably, you celebrate. You go over that success experience in your mind and rehearse it. If you lose your temper in a certain situation, you add that situation to the list and work on it just as you have worked on the others. You keep track of how many situations you handle well. You watch to see if you can come closer and closer to 100% handled well. All the time that you do this, you don't stop doing fantasy rehearsals.

The last step we have talked about is

- A. deciding on a good response to situations,
- or
- B. keeping track of how you do with real-life situations?

Handle Rejection

395. If you spend enough time building relationships, sooner or later it's very likely to happen that someone will say to you, "I don't want to be in this relationship with you any more." Or, someone will avoid you and turn down your invitations and not invite you to get together. The message you will get from this is very much as if the person had said in words, "I don't want to be friends any more." This is the experience of getting rejected. Of course, almost everyone

- A. dislikes getting rejected,
- or
- B. likes getting rejected?

396. Some people let rejection make them feel totally miserable for a long time. The people that do this tend to think in this way: "It's horrible that this person didn't want to be in a relationship with me. It means that no one else will like me, either. I'll be all alone and everyone will hate me."

Other people think differently. They think, "I don't like being rejected. But it isn't the end of the world. I can find other people to be in relationships with. I can enjoy the time I spend by myself, too. I'll learn from this experience all I can, but I won't let it defeat me."

The point of this is that it's easier to handle rejection if you think

- A. it's awful, I can't stand it,
- or
- B. I don't like it, but I can handle it.

397. People reject other people for all sorts of reasons. Sometimes those reasons are bad reasons. Sometimes the reasons are good ones for that person, but they have nothing to do with your own worth.

Two girls are friends. One of them is very bossy. The second, in a very nice way, doesn't let herself be bossed around past a certain reasonable point. But the first person is really looking for someone whom she can boss around, who will obey her. So she rejects the second person. She says, "I don't want to be your friend any more." She doesn't say why.

Was the first girl's reason for rejecting the second one a good reason?

- A. Yes,
- or
- B. no?

398. Suppose the second girl were to think, "I got rejected. That must mean there is something about me that people don't like. I shouldn't ever expect to be able to keep friends." These thoughts make her feel very bad. In truth, the second girl will not get rejected by most

Handle Rejection

people who are more reasonable. Do you think the second girl feels

A. worse than she would if she knew the truth,

or

B. better than she would if she knew the truth?

399. Suppose, instead, the second girl were to think, "I got rejected. I don't like that. But there are still other people who like me. You can't please everyone. Some people are looking for something other than what I am. That's OK with me. Not everybody has to like me. I'll be friends with the ones who like people with my qualities."

If she thought this way, do you think she would feel

A. better,

or

B. worse?

400. People have different tastes in other people.

A man named John was very attracted to a woman named Suzanne. John was very careful and wise. He planned ahead, and made things come out well for himself and the people he loved. He also loved to think about ideas.

Suzanne was a "stimulus-seeker." This means that she liked excitement more than she liked being safe. She was attracted to men who were more exciting, brave, impulsive, and risk-

taking. She liked action and was bored with ideas. So Suzanne rejected John. The next two men she got together with were a rock star and a race car driver.

Which do you think makes more sense for John to think about this?

A. "I'm unlovable."

or

B. "I want to find a woman who likes careful men, and who likes talking about ideas."

401. Sometimes people get rejected for good reasons. For example, someone gets rejected because he lies to people, and because he has a very bad temper and hits people when he is mad at them. Which do you think is the better way for this person to think?

A. "I need to change my habits, to make myself more likable,"

or

B. "I need to find someone who likes to get lied to and hit."

402. So sometimes, getting rejected can give us a reason to improve ourselves. At other times, it can signal to us that we need to find a different type of person to try to get into a relationship with, the type who likes the way we already are. What do you think about another type of response to rejection: to decide, "I'll never try to be in any relationship, ever again, because it's too horrible to get rejected." Is this a

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- A. good idea,
- or
- B. bad idea?

403. Sometimes people fear getting rejected not just by one person, but by a whole group of people.

Sara has a friend named Ava. Ava is very pretty, and is very powerful with the other girls in school. Ava is bossy with Sara. Ava tells Sara that she shouldn't hang around with Molly, another girl in their class at school. Sara thinks that Ava doesn't like Molly because Molly is very smart. Sara thinks that Ava wants the pretty girls to be the ones who get the glory and the smart ones to get rejected.

Sara's dad says, "Just don't listen to Ava. Be friends with whomever you like."

Sara says, "It's not that simple, Dad. If Ava turns against me, she can turn the whole group against me. She has done it before with other people. I can end up having nobody to be friends with me."

Sara is mainly worried about

- A. losing Ava's friendship,
- or
- B. losing the friendship of everybody that Ava can influence?

404. Here's another example of a situation where someone fears getting rejected by a whole group.

David has a friend named Nathan, who is kind, smart, and interesting. But

because Nathan gets interested in ballet dancing, almost all the other boys in the class begin to pick on him and harass him. David faces the possibility that if he remains a friend to Nathan, he may get rejected by almost all the other boys in his class.

To defy the opinions of the rest of the rest of the boys in the class and to remain loyal to his friend Nathan would require of David great

- A. courage,
- or
- B. compliance?

405. Tom is friendly with a group of guys at middle school. These guys have been his best friends, and almost his only friends. One of them has an older brother who starts supplying beer to the whole group. They start getting together at one of their homes and drinking lots of beer. Tom does not want to get into drinking. But when he gets together with his friends and refuses to drink, he finds that they start saying rejecting things to him. He gets the clear impression that if he continues not to drink beer with his friends, he will be excluded from his group. Tom faces losing

- A. a friend,
- or
- B. almost all his friends?

406. It requires a great deal of courage for anyone to take actions that bring

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about rejection from an entire group. It also requires a great deal of independence skills to be able to continue coping successfully with school once you have been rejected by a group that you used to be a part of.

But doing something that you are really sure is right, even if it gets you rejected by a group, may be a chance for you to do something heroic. Heroic actions are not easy. They involve risk and danger. They are not for everybody. But they may be for you.

You are getting the suggestion that

A. friendship-building is so important that you should never get rejected by a group,
or

B. you may want to stick up heroically for what is right, even if it gets you rejected by a group.

407. Sometimes, people who take a heroic stand for what they believe is right, and are willing to get rejected by a group, get recognized for their courage. Sometimes people have the insight to admire such people, and to think, “Those are the types of people I want to be friends with, the ones who are able to think for themselves and not cave in to whatever the group wants.” Sometimes people actually end up more popular some day by taking a courageous but unpopular stand.

But it would be a fairy tale to say that this always or even usually happens. If you want to take a heroic

stand and risk rejection by a group, you should be prepared to be rejected by that group and to stay rejected by it.

The message of this section is that if you do what you think is right, no matter what people think,

A. people will always respect you,
or

B. many people are not smart enough to admire people who go against the crowd.

408. Some people live in fear of being rejected by a group of people. Some people feel that they have to do whatever that group is doing. Some people feel that the leader of their group has the power to get them to do anything. This is not a pleasant way to live.

How can people get away from this? One suggestion is to think carefully about your value system, about what is right and wrong.

In one of the earlier examples, Ava pressured Sara to stay away from Molly, because Molly was too smart to suit Ava. It will be easier for Sara to resist Ava’s pressure if Sara strongly believes that

A. girls should be able to do smart things,
or

B. girls should act stupid to make friends?

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409. David, whom we mentioned in an earlier example, will find it easier to stick up for his friend Nathan if he strongly believes that no boy should be condemned or hated for doing things that are not the usual “man’s role.” Tom, the subject of another earlier example, will find it easier to take an unpopular stand if he strongly believes that no one should be pressured into using a drug that affects the brain. With these strong beliefs, these boys can think, “I feel bad about the rejection, but I feel good about doing what I think is right.”

The idea is that someone is more able to handle rejection for doing what he thinks is right if he

- A. has a strong sense of what’s right,
- or
- B. doesn’t have a strong sense of what’s right?

410. Here’s another way to reduce the fear of rejection by a group. It’s to try to build strong and loyal relationships with at least one or two friends, who are more loyal to you than they are to the group. Some people may even purposely work toward the goal where both they and their friends feel safe from rejection by a group. It may even be a good idea to talk with these friends, and to decide together that you will not reject each other for the sake of remaining in a group.

Forming such loyal relationships is

- A. quick and easy,
- or
- B. not quick and easy?

411. Here’s another way of reducing the fear of being rejected by a group. Make friends in different places, who are not all part of one group.

Tracy has some friends at school. She also has some friends in her neighborhood, who don’t go to her school. She has friends from her religious group. She is close to her cousins, aunts, and uncles, and she has very strong and good relationships with her sister and her parents. Tracy also has some friends who are the children of some of her parents’ friends.

Camille is not very close to her family. All her friends are school friends.

If you knew nothing more than this, which girl would you guess is more able to handle getting rejected by a group of kids at school?

- A. Camille,
- or
- B. Tracy?

412. It is very unlikely that Tracy would get rejected by all her friends at once, because they do not all know each other. Tracy can be more secure, then, in feeling that she will not face being totally rejected by all her friends. She has not “put all her eggs in one basket” of the group of school friends.

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The lesson of this example is that if you want to be less afraid of rejection by a group,

- A. make friends from several different groups,
- or
- B. make friends from only one group.

413. Here's another suggestion on handling rejection. Even though friendship is very important, it's very useful to be able to enjoy doing things by yourself. Enjoying being alone makes it easier to handle rejection.

Todd enjoys playing music, and can have a good time practicing the piano for hours. He also enjoys reading. At any time, he has a book that he looks forward to getting back to. He likes to walk in the woods by himself, and he has a great time writing. He is working on writing a novel.

Marvin enjoys talking with people, going to parties, and hanging out with groups; he strongly dislikes being alone. He never reads, writes, walks, or plays music alone.

If other things are equal, which boy do you think might be able to take it better if he is rejected by a group of kids at school?

- A. Todd,
- or
- B. Marvin?

414. The topic of bullying is closely related to that of rejection. Sometimes

children at schools are made miserable by bullying. They are hit or shoved or otherwise physically hurt. Or sometimes they face threatening or insulting or rejecting talk nearly every day.

It should be the job of those who run schools to make sure that no child has to put up with bullying very long. Studies have found that getting adults involved in ending bullying usually works a lot better than for children or teenagers to try to solve the problem on their own. This is especially true if the whole school gets involved in protecting all students from bullying.

It often takes a great deal of courage for a child to tell parents or teachers or a school principal about bullying that is going on. Sometimes a group of children puts on lots of pressure to keep adults away from the problem. And sometimes adults don't want to deal with the problem. But bullying is not just a problem for the bully and the victim. It is a problem for everyone in the school. If bullying is allowed to go on with even one pair of children, it will sooner or later happen with others.

You have just read the point of view that

- A. bullying is a problem for all who are connected with a school,
- or
- B. bullying is something that adults should stay out of.

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415. Sometimes children or teenagers find themselves as “bystanders” to bullying. That means that they see someone else get bullied, even though they don’t have any part in it. What should they do? Should they ignore the problem?

You might think about the idea that bullying is a problem for all students, not just the bully and the victim. You might imagine what would happen if all “bystanders” were strongly united in reporting bullying to school authorities and demanding, from the bully and from school authorities, that all bullying cease. If this happened, there would be drastically less bullying. On the other hand, if both children and adults have a silent agreement to “look the other way” when bullying happens, bullying will keep on.

The main idea is that bullying could be stopped if

- A. all students demand that bullying stop,
- or
- B. all except the bully and the victim decide to “mind their own business.”

416. If you’ve experienced any bullying or rejection, perhaps you can use that experience to value highly the close, loyal, and comfortable friendships you do have. If you know how bad it can feel to be rejected or bullied, you may be able to appreciate more fully how good it is to be able to count on lasting

respect and friendship from another person.

The message is that bullying and rejection

- A. should make you afraid of all relationships,
- or
- B. may help you appreciate good relationships?

Seek Friendships Worthy of Lasting Throughout Years

417. There is a deep satisfaction that comes from friendships that last throughout years and years. Long-term relationships are key to happiness. It is good to do the work that it takes to hang onto some friendships.

Not all relationships can last for years and years, and not all of them should. If someone is violent toward you, or says mean things to you very often, for example, it's usually best for you to get out of the relationship as soon as you can and stay away from the person.

Is it good for all your relationships to last for years and years?

- A. Yes,
- or
- B. no?

418. Having a good friendship with someone takes time. It's hard to be good friends without spending some time together. It also takes memory. You will need to remember lots of things about the other person, so that you can keep up with the person's life. We just don't have time and memory enough to be very good friends with all the people we meet.

The fact that we only have a certain amount of time and memory is another reason why

- A. all our relationships should last for years,
- or
- B. not all our relationships can last for years?

419. Some people are too ready to end friendships. They get together with someone and have good times together. But they ditch their friend when someone new comes along. People who drop friends for no particularly good reason are called *fickle*.

Nell goes to play with another girl in the neighborhood. The girl is fairly nice, though bossy, when they are alone together. But when there are any other children around, this girl insults Nell in front of them. Nell also learns that the girl said to another girl behind her back, "That Nell doesn't know which end is up." Sometimes Nell plays with this girl when she is lonely and wants to play with someone.

But then another girl named Susan moves into the neighborhood, and she and Nell start spending time together. Susan likes to make up plays, and this is something that Nell has always enjoyed. Susan never insults Nell, and if anyone else insults her, Susan just says, "I like her."

Nell decides to spend lots of time with Susan, and to stop spending any time with the girl who had insulted her so often.

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Do you think that Nell was

- A. being fickle,
- or
- B. making a good decision?

420. Ralph has a good friend named Rob. Rob has been kind to Ralph for a long time. They have done lots of fun things together and have helped each other out.

A boy moves into the neighborhood. His family has lots of money. He invites Ralph to do things with him that Ralph never had the money to do before: to go to ski resorts, to go sailing, and to see professional football games. Ralph finds it exciting to do these things.

Suppose that in the excitement of doing things with his new friend, Ralph were to forget all about Rob. Suppose that Ralph were to turn down all invitations from Rob in hopes that he would get an invitation from the new kid. Would you call that

- A. being fickle,
- or
- B. making a good decision?

421. The opposite of being fickle is being loyal. Loyalty means holding onto relationships that are good.

Loretta has been best friends with Karen all through college. When they graduate, they move to cities that are several thousand miles apart. But Loretta makes a special effort to keep in

touch with Karen. She calls her up on the phone fairly often, and they chat. They send each other emails. They talk over the decisions that they make, just as they did when they were in college. Every once in a while they travel to see one another.

In this relationship, is Loretta being

- A. loyal,
- or
- B. fickle?

422. Marcus and Phillip have been friends for many years. They have enjoyed hiking together, and they have spent many hours talking about their life decisions. They have enjoyed each other very much.

Marcus becomes very involved in supporting a certain person who is running for president of his country. Marcus finds out that Phillip plans to vote against this person.

If Marcus values the relationship with Phillip and is interested in loyalty, do you think Marcus should

- A. drop the friendship with Phillip,
- or
- B. have fun with Phillip in other ways than discussing the election?

423. Julie and Nora have been friends for many years. Julie marries a man that Nora can't stand. If Nora is interested in loyalty to Julie and very much values their relationship, is Julie's marriage a reason for Nora to

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- A. drop the relationship with Julie,
or
B. figure out ways of being with Julie
when her husband isn't around?

424. Sammy is a rock musician. He makes up and records a hit song. He finds that thousands of people want to be friends with him. But then his next few songs don't go well, and he has bad luck with money. He finds that he is poor. The thousands of people who wanted to be friends with him before are nowhere to be found. Those people were

- A. loyal,
or
B. fickle?

425. Sammy had some friends who had known him before he ever became a star. Fortunately, he had not dropped them when he became famous. He had kept in touch with them and had been very nice to them. When he ran into bad luck, they stood by him. These people were

- A. loyal,
or
B. fickle?

426. Melinda meets a man whom she likes very much. He is very smart and he has a good sense of humor. She finds him lots of fun to talk to. He is also very

good looking. She thinks she is starting to fall in love with him.

But one day she tells about how she feels about conserving the environment. He disagrees with her. He gets so mad at her that he screams at her. Another time, she doesn't want to go to a certain party, even though he wants her to go. He gets so mad that he shoves her across the room, into the wall, hurting her.

After seeing, several times, how bad his temper is, she decides that she can not risk being in a relationship with him. She breaks up with him and stays away from him. Do you think that Melinda is

- A. being fickle,
or
B. making a good decision?

427. There are many reasons why relationships end or drift apart. Sometimes, as in the case of Melinda in the last example, the relationships are dangerous or bad. At other times, people no longer enjoy each other because of changes in their situations or changes in themselves. At still other times, people get so busy with other projects that they don't have time for friendships.

Lisa has some good friends. But then Lisa decides she wants to become an Olympic figure skater. She practices many hours a day. She has a friendship with her coach and some of the other skaters, but she loses her friendships

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because she just doesn't have time for them any more.

Did she lose friends because

- A. her friends changed,
- or
- B. another project crowded out her friendships?

428. Despite all the reasons why friendships sometimes end, if you can hold on to good friendships over years, you will probably find that these relationships are very valuable to you – more valuable than almost anything else.

If you are a young person, here is an interesting experiment to do. Find an older person and ask that person about his or her long-term friendships. Has this person had a good relationship with someone (inside the family, or outside it) for a long time? If so, how valuable is that relationship? Is the relationship more valuable, for example, than any material thing (such as a favorite painting, or a jewel, or car, or piece of furniture) that the person owns?

The tone of this book suggests that you will find that for most people,

- A. long-term relationships are more important,
- or
- B. material things are more important?

Review

429. In this book we have talked about lots of different ideas about friendship-building. In this chapter we'll review them. For each section, please decide which principle the person is using.

As soon as a man sees his wife and any of his children in the morning, he makes eye contact with them and calls them by name and says, "Good morning to you!"

Is he

- A. sticking up for his own way,
- or
- B. using a greeting ritual?

430. The same man says the words "Good morning to you!" with upbeat, joyous tones of voice, tones that send the message, "I'm really glad to see you!" Is he

- A. not being too bossy,
- or
- B. using tones of approval and enthusiasm?

431. Rhonda has a friend at her house eating supper with her. Rhonda's friend picks up some green beans with her fingers as she eats them. Rhonda was taught always to eat green beans with a fork. She gets the urge to say to her friend, "You shouldn't do that. It's not good manners. You should eat them with a fork." But then Rhonda thinks,

"Hey, it's not a problem for me. I'll let her do it her way." And she continues a fun conversation instead. Is Rhonda

- A. choosing not to be bossy,
- or
- B. remembering that games are for fun?

432. Michelle's friend says, "Can I have a sip of your orange juice?" Michelle is drinking it from a can, and she doesn't like the idea of her friend's getting her mouth on the same place where Michelle will drink. Michelle says, "I'm a little squeamish about the germs that are in our spit. Maybe there's a cup somewhere, and I can pour some out for you.... No, I don't see any. I tell you what, I'll drink it almost to the end, and you can have the rest then."

Is Michelle

- A. sticking up for her own way when it's reasonable,
- or
- B. handling rejection?

433. Lance is very good at sports, and he enjoys sports. But he also enjoys using his imagination and being creative. A boy on his block gets left out of things because the boy is no good at sports. Lance spends time with him and finds that the boy is great at making up plays together and putting them on. Lance enjoys this too, and he spends

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lots of fun times doing this with the boy. Did Lance

- A. avoid being too picky, and find something to enjoy,
- or
- B. choose to be honest?

434. Rob is at a party. There is a game where kids hit each other with pieces of foam rubber that are not supposed to hurt. But a kid whacks Rob really hard in the side of the face, and it hurts a lot. Rob gets a strong urge to go after the kid with his fists and hit him hard. But Rob stops himself and thinks, "Wait, what would the consequences be? Everybody would get mad at me. I would ruin the party. I might hurt the kid. Let me think of some other options."

Finally Rob decides to tell the kid who hit him, "That really stung," and not to do anything else to him. He decides that he will not hit people with the foam rubber any more. If someone comes after him, he will pretend that the game is tag, and he will try not to let the person catch him. He avoids hitting and being hit, so that he can stay cool.

Which guideline did Rob follow?

- A. choose what to talk about,
- or
- B. keep your temper?

435. Matthew comes home from school and his sister June says to him, "Hey Matthew, I was able to do something

kind for someone today!" Then she tells him all about what she did. He says to her things like, "That's great!" "Congratulations!" and "I like it that you did that!"

Did Matthew

- A. reinforce the other person,
- or
- B. avoid imitating a friend's bad habit?

436. Raquel is listening to a younger child read to her. The child comes to the word *through* and incorrectly reads it as *though*. Raquel gets the urge to interrupt the child and say, "Hey, don't you know the difference between *through* and *though*?" But she thinks again, and lets the child keep reading. When the child stops, she says, "Wow, that was good reading!" Then she says, "Let me show you a tricky word here. The only difference between *through* and *though* is this little r right here. So if it starts out thuh rrr, which one is it?"

The child says, "*Through*."

Raquel says, "Good! You got it!"

Did Raquel

- A. invite the other person to be with her,
- or
- B. avoid criticizing too much?

437. Jack says to his mom, "You wouldn't get mad at me for something I didn't do, would you mom?"

His mom says, "No, I wouldn't do that."

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Jack says, "That's good, because I didn't clean up my room this morning."

Is Jack

- A. using humor,
- or
- B. being a good listener?

438. Emma's sister is sick. Emma folds a piece of paper and draws and writes a get-well card. She tapes it on her sister's door. It says, "I hope you get well soon. I love my sister. Emma."

Did Emma

- A. be kind and try to make the other person happy,
- or
- B. invite the other person to be with her?

439. Kenny is telling Paul about an interesting story he read. But Kenny notices that Paul is looking a little restless and glancing at his watch. So Kenny stops talking and waits for Paul to speak. Paul says, "Kenny, I need to call my mom. She wanted me to call at this time. How about if I hear the rest of this after that?"

Kenny says, "Sure, Paul. Here's a phone for you."

Did Kenny

- A. handle rejection,
- or
- B. know when to stop talking and listen?

440. Cathy moves into a new neighborhood and doesn't know anyone. While walking on the sidewalk, Cathy sees a girl her age. The girl is going into her house. Later, Cathy decides to knock on the girl's door and introduce herself and ask the girl to come over to her house and play. The girl says yes, and they become friends.

Did Cathy

- A. not contradict too much,
- or
- B. invite the other person to be with her?

441. Lucy is at a restaurant with some friends, and the waitress spills lots of water on her. The waitress apologizes, and Lucy says, "I know you didn't do it on purpose. Don't worry about it." Lucy goes to the bathroom and gets dried off as much as she can. She is a little cold after that but she toughs it out and stays in a good mood.

Did Lucy

- A. use joyousness and fortitude, to avoid unnecessary bad feeling,
- or
- B. know the value of friendships?

442. Frank is at a party. There is a can of whipped cream that people have used for strawberry shortcake. Frank gets an urge to ask someone to stick out her tongue; when she sticks out her tongue, he imagines squirting some whipped cream on it. But then he considers that

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people are dressed up at this party, and if the girl jerks her tongue away, he is likely to squirt whipped cream on her expensive dress. So Frank decides that he can do without the excitement of playing this little joke.

Did Frank

- A. use carefulness about social danger, or
- B. listen well?

443. John is at a friend's house. The friend is very rude to his younger brother. The friend orders his younger brother to leave them alone and quit bothering them. John thinks that the younger brother wasn't bothering them in the first place.

John imagines that he has a friend at his house and that his own younger brother wants to be with them. He imagines himself being kind and welcoming to his younger brother and trying to include his younger brother in what they are doing.

Did John

- A. choose what to talk about, or
- B. use fantasy rehearsal to avoid imitating a friend's bad points?

444. Tammy has a friend named Sara. Tammy considers Sara one of her best friends. Sara has a birthday party. She is only allowed to have four people. Tammy finds out that she was not one of the four people that Sara invited.

Tammy thinks to herself, "It hurts that I wasn't invited. But I can take it. I think that the four girls she did invite know each other, and it could be that she wanted to keep a group together. I don't want to spend my time blaming Sara or moping around. I'll figure out something else fun to do on the day of her birthday party. Maybe I'll get together with another friend."

Did Tammy

- A. use greeting and parting rituals, or
- B. handle a type of rejection?

445. Lillian draws a picture, and her younger sister Jacintha colors it in. Someone sees the picture and says, "Wow, Jacintha, this looks great! You are a great artist!"

Jacintha says, "Thanks, but I have to give most of the credit for it to Lillian. She drew the outlines of the pictures, and I colored them."

Jacintha sees that Lillian feels good when she says this.

Was Jacintha

- A. being honest, or
- B. being a good listener?

446. Tashanda's dad makes supper for her. Tashanda says, "Thanks for making supper for me, Dad!"

Did Tashanda

- A. use politeness and good manners,

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or

B. remember that games are for fun?

447. Gregory has a job solving people's computer problems in a big company. He goes to one person's office, and the person starts griping at him right away. The person says, "You people chose such a rotten operating system for these computers. This thing crashes all the time; it's just worthless. Worthless, do you hear me?"

Gregory does not run his department, and did not choose anything about what computers or software the company bought. He gets an urge to get mad at the person for griping at him unjustly. But then he gets the urge to be a little bit funny. He says, "I'm sorry it's such a problem. You know, I think the heads of the computer department who decided what to buy forgot to consult me when they did it. And I have a feeling they're going to forget the next time. But if they remember, I'll tell them just what you told me. But in the meantime, what can I help you with?"

Did Gregory

A. use humor and keep his temper,

or

B. invite the other person to be with him?

448. Lisa finds that it is hard to be accepted among kids in her school if she doesn't drink alcohol or use drugs and do other risky things that she

doesn't want to do. But she sticks up for her principles, and if people don't invite her to go to their parties, she thinks, "That's tough. I can take it."

Did Lisa

A. use a greeting ritual,

or

B. handle rejection?

449. Lisa learns to be a math and reading tutor. She studies very carefully books on how to be a good tutor. She practices in her imagination. She practices with her younger sister. She offers to tutor a neighbor's child. People start hearing what good results she is able to bring about. Lots of people want to hire her to tutor their children. Lisa finds that with all the friendships she has made with the children she has tutored and with their parents, she isn't lonely. She also has the feeling that she is doing a lot of good for people.

Did Lisa

A. learn to do a fun and useful thing,

or

B. keep her temper?

450. A boy has a chance to be in a school play. He thinks that he would be good at acting, but he knows he would be really nervous. He thinks that if he messes up, he will be very embarrassed. He is most worried about forgetting the lines that he is supposed to say.

He decides that the fun and excitement of it will be worth the risk.

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He learns his lines really well and practices them over and over. He practices making up what he needs to say if he forgets just how it goes.

Before the play, he is really nervous. But he tells himself, "I can take this nervousness, even though I don't like it. And if I mess up, I can handle that too."

He does a good job in the play and is thrilled when people congratulate him and admire him!

Did he

- A. use courage in facing social danger, or
- B. not contradict too much?

451. Kareem goes to a restaurant with his mom. He sees Mrs. Gray, one of his school teachers, eating at the restaurant. He says to his mom, "Let's go and say hi to one of my teachers." They stop by her table and he says, "Hi, Mrs. Gray. It's good to see you." She says hi to him, and he says, "Mrs. Gray, I'd like you to meet my mom, Alice Thomas. Mom, Mrs. Gray is my biology teacher." His mom and Mrs. Gray speak to each other, and then Kareem says to Mrs. Gray, "Well, enjoy your supper, and I'll see you at school on Monday."

Did Kareem

- A. keep his temper, or
- B. use politeness and good manners?

452. A woman is listening to her husband talk to some friends. He says, "My wife's parents moved down to the west coast of Florida. Ever since then we've been meaning to visit them, but we haven't had the money to take a vacation there. But I think that by next winter, we'll have enough saved up."

The woman has the urge to say, "No, dear, they live on the *east* coast of Florida, not the west coast." But then she thinks to herself, "What difference does it make? It's not important to the point of this conversation. I'll let it go." And she says, "We're really looking forward to a winter trip to Florida, especially after how much snow fell on us here last winter!"

Did the woman

- A. use a parting ritual, or
- B. not contradict when it wasn't necessary?

453. According to a folk tale, a person takes a tour of heaven and hell. First he visits hell, where very hungry people are kept seated around a big table. There is wonderful food on the center of the table, outside the reach of their hands. The people have very long chopsticks. But they can't get the food into their mouths, and they are horribly frustrated. They moan and cry and get mad at each other.

Then the person visits heaven. Here the eating arrangement is exactly the same. Only the people at this table are

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thoroughly enjoying their meal and are enjoying being with each other. The people still can't get the food into their own mouths with the chopsticks, but at this table in heaven, the people are feeding each other!

At the table in heaven, they followed the guideline of

A. be kind; try to make the other person happy,

or

B. stick up for your own way when that is reasonable.

454. Rich is with his friends. He is playing a video game. He messes up and loses the game. He gets the urge to scream and curse and kick the video screen. But then he thinks to himself, "Wait a minute. This is only a game. It's not as if this really makes any difference in my life, or anything." So he cools off, and watches his friend have a turn at it.

Did Rich

A. remember that games are for fun,

or

B. invite the other person to be with him?

455. Rich watches his friend play the video game. His friend gets past the place where Rich lost the game, and Rich says, "Good going! You got it!"

Did Rich

A. not imitate friends' bad points,

or

B. reinforce the other person?

456. In school, Sam gets back an A on a big math test. He gets the idea that at home, he will celebrate with his family by doing a very silly dance as he comes into the room where his parents and his sister are, while he sings "A on the big math test, yeah yeah yeah!" Is he planning to

A. use humor,

or

B. not criticize too much?

457. When Sam gets home, however, he hears his parents and his sister talking. His sister is showing her parents the drawings that she has made. Sam overhears her saying that her drawings will illustrate a story in a magazine. Sam puts off his plans to celebrate his math test score. He goes into the room and listens to the news about his sister's drawings. He congratulates her and hears all she has to say. Then he does his silly dance and sings, "Drawings in the magazine, yeah, yeah yeah!" His sister joins him in dancing around. Finally he announces that he got an A on the big math test, and they dance around some more about that.

When Sam got home, he

A. didn't imitate friends' bad points,

or

B. started socializing without interrupting?

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458. Ken goes to a dinner, and sits between two people he doesn't know. At first he thinks, "What will I talk with them about? I don't even know them." But then he decides to find out about the Places, Activities, People, Events, and Reactions and Ideas in their lives. He asks about where they came from and where they are now. He finds out what they spend their time doing, and what they like to do the most. He finds out what other people they are connected with. He finds out what has happened in their lives, and what their reactions and ideas about lots of things are. He tells the same things about himself. He ends up really enjoying chatting with them during the dinner, and he makes some friends.

Did Ken

- A. choose what to talk about,
- or
- B. keep his temper?

459. Juan has an older brother who has a bad habit of enjoying making people mad. One day while Juan is doing his homework, his older brother walks in, knocks some of Juan's books and papers off the desk and onto the floor, and runs off, expecting Juan to run after him, screaming at him. Juan has figured out that this just reinforces his older brother for trying to make him mad. So Juan doesn't say anything, locks himself in his room, and calmly picks up his books and papers. He thinks to

himself, "If I stay cool each time, my brother may eventually learn to stop playing this game."

Did Juan

- A. use a parting ritual,
- or
- B. keep his temper?

460. David says to Mark, "My parents are getting divorced." David looks sad.

Mark says, "Is that something you think will make things worse in your life?"

David says, "What a stupid question. Of course I do! How could I not?"

David at that moment did *not* follow the guideline that says

- A. start socializing without interrupting,
- or
- B. don't criticize too much?

461. Mark gets the urge to apologize and withdraw and feel embarrassed. But then he decides to assert his own idea. He says, "David, you may think that's a stupid question, but I have talked to several friends who have found that after their parents divorced, things got better, not worse. Some kids have found that their parents were happier, and some kids have been happier because of less fighting going on around them."

Did Mark

- A. stick up for himself,
- or

Review

B. remember that games are for fun?

462. David says, “Hmm. I never thought about it that way. So you really know people who have found that it made their lives better, huh?”

Mark says, “Yes.”

David says, “Tell me more about that, please.”

Is David now

A. being a good listener,

or

B. learning to do fun and useful things?

463. Mandy moves to a new town. She doesn't know anyone. She gets the urge to lie around and feel lonesome while watching television. But she decides that she will join a couple of groups where she can meet people. She does meet some people there, and she invites some of them to get together with her. She finds out all about their lives. She also keeps in close touch with her friends in the town that she moved from. She spends lots of time emailing them and talking with them on the phone. Is Mandy giving evidence that she

A. chooses to be honest,

or

B. knows the value of friendships?

464. Two brothers were farmers. One was single; the other had a wife and children.

Both had lots of work to do on their farms at this particular time. The brother who was single thought, “My brother has a family to take care of. I'll help him out with some of the work he has to do. So in the night, he went to his brother's farm and picked some of the strawberries that needed to be picked; he left them in a big barrel on his brother's porch.

The brother who was married thought, “My brother doesn't have anyone to help him with his work. I'll help him out. So in the night, he went to his brother's farm and pulled weeds so that they wouldn't choke his brother's bean plants.

The next day, both brothers noticed what had been done. They each asked the other, “Did you do this for me?” When they found out that they had each helped each other, they laughed a lot.

Did they follow the guideline that says,

A. stick up for your own way when it's reasonable,

or

B. be kind; try to make the other person happy?

465. One day Mr. Richards sits at his desk and thinks, “Who are the people whose friendship I value the most? Whom do I want not to drift apart from?” He writes down the names of these people. Then throughout the rest of his life, he keeps in touch with these people, by calling them, writing to

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them, and inviting them to get together with him. He is

A. seeking friendships worthy of lasting throughout years,

or

B. using tones of approval and enthusiasm?

466. A speaker has been talking with several people about psychological skills. He says to them, "I will have to finish now. But I greatly appreciate your attention to me and to my ideas. I hope that I can hear from you some time about how you have used them. Best of luck to you."

Did he

A. use carefulness about social danger,

or

B. do a parting ritual?

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