



Checklist Social Skills Training ART/AART Lesson

Date: _____ Head Trainer _____

Institution: _____ Co-Trainer _____

Facility: _____

Today's lesson _____

Participants (number and initials) _____

	Yes	No
1. The participants were welcomed to the lesson in a positive way	<input type="checkbox"/>	<input type="checkbox"/>
2. Questions from the previous lesson were followed up (difficulties with homework etc.)	<input type="checkbox"/>	<input type="checkbox"/>
3. The group was reminded of rules with an emphasis on constructive participation	<input type="checkbox"/>	<input type="checkbox"/>
4. All participants had completed their homework assignments	<input type="checkbox"/>	<input type="checkbox"/>
5. The homework assignments were covered at the beginning of the lesson	<input type="checkbox"/>	<input type="checkbox"/>
6. Efforts and successful homework assignments were noticed and strengthened	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Step 1: Define the Skill</i>		
7.1 A short presentation was given of the skill	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Concrete examples of the skill emerged	<input type="checkbox"/>	<input type="checkbox"/>
7.3 The purpose of the skill became clear	<input type="checkbox"/>	<input type="checkbox"/>
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<i>Step 2: Model the skill</i>		
8.1 Two model shows were made	<input type="checkbox"/>	<input type="checkbox"/>
8.2 The steps were followed clearly and concretely	<input type="checkbox"/>	<input type="checkbox"/>
8.3 The behavioral steps were thought out loud	<input type="checkbox"/>	<input type="checkbox"/>
8.4 The model display had a positive ending	<input type="checkbox"/>	<input type="checkbox"/>

8.5 Participants were encouraged to watch and listen carefully

Step 3: Determine the need for the skill in the students

9.1 Each trainee told us when the skill could be useful

9.2. The following was written down on the flipchart: Name, with whom.
Theme/situation.

Step 4: Choose an actor for the role-playing game

10.1 Everyone role-played "voluntarily"

10.2 Everyone actively participated ("no exceptions")

Step 5: Prepare the Roleplay

11.1 The students were asked to describe a situation in more detail

11.2 One or more co-actors were chosen

11.3 Each participant was given a specific observation task

11.4 The role-play was planned in a careful and realistic way

Step 6: Conduct the role-play

12.1 The students were reminded of their roles and tasks before the role-play

12.2 The main actor was helped to follow the steps of the skill

12.3 The co-actor was given sufficient instructions to act

Step 7: Provide feedback on the performance

13.1 Feedback was collected on the performance in the right order: co-actor,
observers, coach, main actor

13.2 Feedback focused on concrete behaviours

13.3 Participants were given the opportunity to retry after the feedback

Step 8: Choose the next player

14.1 The sequence 4–9 was repeated until everyone role-played the skill

Step 9: Give homework on the skill

- 15.1 Concrete and appropriate home assignments were given
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Other

16. The lesson ended with a summary
17. All participants were given new homework assignments
18. Problem behaviors during the lesson were handled in a good way
19. The pace was such that the participants were active and interested
21. The interaction between trainers and participants was positive
22. The interaction between the coaches was good
23. The venue, arrangement and equipment were suitable
24. The coaches had set aside time for planning the lesson

25. Comments and suggestions for improvement

26. Feedback from an outside observer
