



REACH INTERNATIONAL SCHOOL  
PRIMARY SCHOOL DEPARTMENT  
S.Y. 2025 - 2026  
FOURTH QUARTER  
SOCIAL SKILLS

score

Name: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Level: \_\_\_\_\_

**PART I: The Hidden Problem (Perspective-Taking)**

**Directions:** Read the situation and answer the questions.



**Situation:** During group work, Ethan notices that his teammate, Carlo, is not doing anything. Carlo is just staring at his paper and quietly tapping his pencil. The rest of the group is getting frustrated. One student whispers, "He's being lazy. Let's just not include his name." Ethan remembers that Carlo usually does his work well.

1. What are TWO possible reasons Carlo is not working?

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

2. What is the BEST first thing Ethan should do?

---

---

---

3. Why is "He's lazy" a dangerous assumption to make?

---

---

---

4. What would a respectful and responsible leader do in this situation?

---

---

---

**PART II: Social Pressure (Integrity)**

**Directions:** Read the situation and answer the questions.



**Situation:** At recess, your friends are laughing at another student's drawing. They say, "Come on, it's so ugly. Just say it!" They look at you, waiting for you to join in. You don't think the drawing is bad—but you don't want to be left out.

5. What is the REAL problem you are facing in this situation?

---

---

---

6. What are TWO different choices you could make right now?

a.

---

---

---

b.

---

---

---

7. Which of those choices shows strong character, and why?

---

---

---

8. What might happen if you just follow the group and laugh?

---

---

---

**PART III: Conflict With No Clear "Right" Answer (Compromise)**

**Directions:** Read the situation and answer the questions.



**Both ideas are strong. Both refuse to change their minds.**

**Situation:** You and your partner are working on a project. You want to make a poster because you like drawing. Your partner wants to make a PowerPoint because they are good with technology. Both ideas are strong. Both of you refuse to change your minds.

9. Why is this NOT a simple "right vs. wrong" situation?

---

---

---

10. Give ONE example of a win-win compromise:

---

---

---

11. Why is saying, "I had the idea first!" NOT a strong argument?

---

---

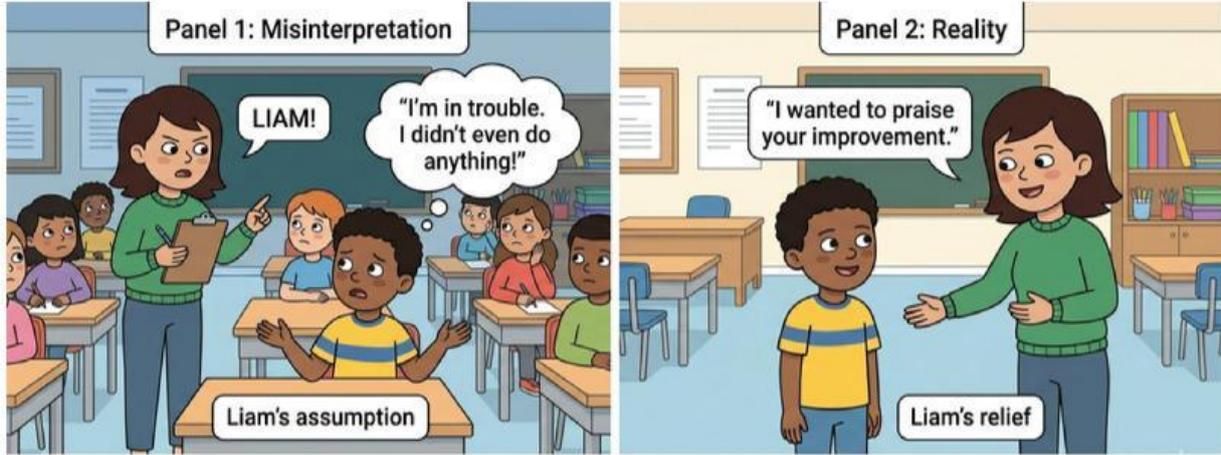
---

12. Which skill is MOST important here? (Check one)

- Listening
- Winning
- Controlling

**PART IV: Misunderstanding (Flexible Thinking)**

**Directions:** Read the situation and answer the questions.



Both ideas are strong. Assumptions can be misleading. Full understanding changes everything.

**Situation:** During class, your teacher says your name in a serious tone and asks you to stay after. You immediately think: "I'm in trouble. I didn't even do anything!" Later, you find out the teacher just wanted to praise your improvement.

13. What mistake did you make in your thinking?

---

---

---

14. What is something you can say or do BEFORE reacting next time?

---

---

---

15. Why is it important not to jump to conclusions?

---

---

---

**PART V: Emotional Control (Self-Regulation)**

**Directions:** Read the situation and answer the questions.



**Effort, Emotions, and Fairness: Navigating the Complexities of returned work.**

**Situation:** You studied hard for a test, but you still got a low score. Another student who didn't study at all got a higher score than you. You feel angry, embarrassed, and unfairly treated.

16. What are TWO emotions you might feel in your body right now?

a.

b.

17. What is a BAD (unexpected) reaction you might be tempted to do?

18. What is a BETTER (expected) response to calm down?

19. What would a responsible learner do next to fix the real problem?

20. Why is this situation so difficult to handle?

**PART VI: Performance-Based Tasks (Teacher Observed)**

**(Teacher: Score 1 point per observed behavior throughout the quarter. Total 5 points.)**

21. Student demonstrates the ability to compromise during group activities.

Yes

No

22. Student avoids jumping to conclusions during peer conflicts.

Yes

No

23. Student attempts to manage disappointment without a major outburst.

Yes

No

24. Student can identify how another person might be feeling.

Yes

No

25. Student resists negative peer pressure in social settings.

Yes

No

**Job well done**