

Building Social Skills through ACTIVITIES



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Contents

Building Social Skills through Activities eBook

Contents	3
Activity S-1 Introduction to Social Interaction	5
Activity S-2 Social Interaction Checklist	8
Activity S-3 Social Interaction Secret Code Activity	11
Activity S-4 Social Interaction Word Search Puzzle	13
Activity S-5 Social Interaction Crossword Puzzle	15
Activity S-6 Social Interaction Matching Activity	17
Activity S-7 Social Interaction Collage	19
Activity S-8 Social Interaction “I” Statements	21
Activity S-9 Social Interaction Listening Activity	23
Activity S-10 Social Interaction and Compliments	25
Activity S-11 Social Interaction and Compromising	27
Activity S-12 Social Interaction and Cooperation	29
Activity S-13 Social Interaction Friendship Interview	31
Activity S-14 Social Interaction Letter Writing Activity	33
Activity S-15 Social Interaction and Support	35
Activity S-16 Social Interaction and Table Games	37
Activity S-17 Social Interaction Party Planning Activity	39
Activity S-18 Social Interaction Pros and Cons	41
Activity S-19 Social Interaction Goal Planning	43
Activity S-20 Social Interaction Evaluation	45
 ORDERING INFORMATION	 47

Building Social Skills through ACTIVITIES

Learning Objectives

- S-1** To increase understanding of social activities, social skills, and the benefits of social interaction
- S-2** To identify personal strengths and needs in social interaction
- S-3** To increase awareness of benefits from social interaction
- S-4** To increase familiarization of social interaction vocabulary
- S-5** To increase familiarization of social interaction vocabulary
- S-6** To increase awareness of social activities
- S-7** To increase awareness of social activities
- S-8** To increase assertiveness skills
- S-9** To increase listening skills
- S-10** To compliment and say positives about others
- S-11** To understand how to make compromises in order to get along with others
- S-12** To work together and make agreements
- S-13** To increase social interaction and to increase understanding of friendships
- S-14** To increase participation in social activity
- S-15** To increase awareness of people who can help
- S-16** To increase awareness of social activities
- S-17** To increase goal-planning skills and to increase social interaction
- S-18** To increase awareness of the positives of social interaction and the consequences of isolation
- S-19** To increase goal-planning skills and to increase social interaction
- S-20** To demonstrate awareness of social activities, social skills, and benefits of social interaction

Activity S-1: Introduction to Social Interaction

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase understanding of social activities, social skills, and the benefits of social interaction</p>	<p>1. What are social activities? 2. What are social skills? 3. What are the benefits of social interaction?</p>
<p>Supplies: Copies of activity found on next two pages and one pencil for each participant.</p>	<p>4. What did you learn about yourself from this activity? 5. What did you learn about others from this activity?</p>
<p>Group Size: 2 to 10 members</p>	<p>6. In which social activities would you like to participate?</p>
<p>Introduction: Purpose of activity is to introduce social interaction and leisure. Activity has two parts. First part is a reading activity. It discusses social activities, social skills, and benefits of social interaction. Second part is a matching activity based on the reading.</p>	<p>7. Why do you want to participate in social activities? 8. Which social skills do you need to develop? 9. What are the consequences for not developing these social skills?</p>
<p>Process: Explain purpose of activity. Pass out supplies. Randomly select participants to read aloud sections from the first part. Allow participants to independently complete the matching part. Discuss answers as a group at end of activity.</p>	

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> Allow use of colored pencils for creativity. 	<p>1. C 2. A 3. B</p>
<ul style="list-style-type: none"> Provide one-on-one assistance with participants as needed. 	<p>4. B 5. C 6. A</p>
<ul style="list-style-type: none"> Require everyone in the group to show their best smile. 	<p>7. A 8. C 9. C</p>
<ul style="list-style-type: none"> Require everyone in the group to shake hands with each other. 	<p>10. C 11. A 12. B 13. A 14. B 15. C</p>

Name: _____ Date: _____ Activity: S-1

Introduction to Social Interaction

This activity has two parts. The first part is a reading assignment. The second part is a matching activity.

Once you have completed activity you will be able to:

- Identify social activities
- Identify social skills (and)
- Identify benefits of social interaction

What is social interaction?

Interaction is where you are around other people. These people could be family, friends, teachers, or just people in the community. Anytime you are around people you interact.

What are social activities?

An important key to well-being is being involved in social activities. These activities are based on doing things with others. Social activities include spending time with friends, attending parties, being involved in team sports, being a member of a club, going to local parks, writing a letter to someone or even phoning a friend or family member.

What are social skills?

These are skills that you need when interacting with others. There are certain ways we all must behave if we want to have fun and to have others like being around us. For example, we must take turns, share, be patient, be respectful, listen, talk positive about others and be friendly. Interacting with people who do not use social skill is difficult. Imagine a person who will not share, gets upset easily and refuses to play by the rules. Does that sound like a difficult situation? Have you been known anyone to act that way before? Don't if you've acted this way because we all make mistakes. Activities in this section will teach you social skills.

How can social interaction help me?

There are many benefits of social interaction. For example, participating in social activities could cause you to have many feelings such as: belonging, acceptance, and confidence. Social activities can help you to make friends, feel good about yourself and do many things that you could not do on your own such as win a team sport or complete a major project.

Name: _____ Date: _____ **Activity: S-1**
Continued

Matching Activity

Directions: Write letter of the answer in Column B that best matches the description in Column A

Column A	Column B
1. ____ Feeling like you belong	A. Social activity
2. ____ Having lunch with friends	B. Social skill
3. ____ Listening to others	C. Benefit of social interaction
4. ____ Smiling	
5. ____ Feeling loved	
6. ____ Joining a club	
7. ____ Going to a party	
8. ____ Feeling accepted	
9. ____ Knowing people who will help	
10. ____ Having someone share	
11. ____ Writing a letter	
12. ____ Getting along	
13. ____ Talking on the phone	
14. ____ Being honest	
15. ____ Feeling positive	

Activity S-2: Social Interaction Checklist

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To identify strengths and needs in social interaction</p> <p>Supplies: Copies of activity found on next two pages and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to determine participant's need for social interaction and strengths.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to check off the appropriate answer for each statement. Tally scores. Score 2 point for each always, 1 point for each some and 0 points for never. See continued page for interpretation of scores.</p>	<ol style="list-style-type: none"> 1. Which section did you check "always" the most: <i>Social activities, social skills or benefits of social interaction?</i> 2. Which social activities are you interested in doing? 3. What did you learn about yourself from this activity? 4. Why is it important to participate in social activities? 5. What are the consequences of isolating yourself from other people? 6. Nobody is perfect. Which social skill or skills on the checklist could you make the most improvement?

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain difficult words as needed
- Provide assistance with tallying scores as needed.

Name: _____ Date: _____ Activity: S-2

Social Interaction Checklist

Directions: Place a checkmark in the column to identify your answer.

Social Activities	Always	Some	Never
1. I eat lunch with friends			
2. I attend a class or classes			
3. I join clubs or organizations			
4. I do volunteer work			
5. I spend time with family			
6. I talk on the phone or write letters			
7. I attend religious services			
8. I spend time with friends			
9. I join sport teams or fitness clubs			
10. I go to parties			

Social Skills	Always	Some	Never
11. I am friendly			
12. I say nice things about others			
13. I smile			
14. I listen well			
15. I wait until my turn before speaking			
16. I let people know I love them			
17. I am honest			
18. I get along with others			
19. I share and take turns with others			
20. I think about how others might feel			

Benefits of Social Interaction	Always	Some	Never
21. There are people who will help me			
22. I have friends to interact with			
23. I feel good about myself			
24. I feel I belong			
25. I trust my friends			
26. I feel confident about myself			
27. I feel my family cares about me			
28. I feel healthy			
29. I take care of myself			
30. I receive compliments			

Scoring: Score 2 points for always, score 1 point for some, score 0 points for never

Total Score: _____

**Activity S-2
Continued**

Social Interaction Checklist

TOTAL SCORE

- Under 12** Major need for social interaction
- 12 – 23** Below balance in social interaction
- 24 – 35** Balanced level of social interaction
- 36 – 47** Above balanced level of social interaction
- 48 – 60** High level of social interaction

- Which one did you have more “always” checked?
 - Social activities
 - Social skills
 - Benefits of social interaction

- What did you learn about yourself from this activity?

Activity S-3: Social Interaction Secret Code Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
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Objective: To increase awareness of benefits from social interaction

Supplies: One copy of activity found on next page and one pencil for each participant.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to increase awareness of benefits from social interaction

Process: Explain purpose of activity. Pass out supplies. Require participants to complete secret code activity independently. Answer questions aloud as part of group at end of session.

1. What was the purpose of this activity?
2. What did you learn about yourself?
3. Which benefits do you already have?
4. Which benefits would you like to have?
5. Explain a time when you made a compromise.
6. Explain a time when you cooperated with others.
7. Who are some of your best friends?
8. What are the benefits for having friends?

SPECIAL CONSIDERATIONS	ANSWERS
------------------------	---------

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Provide young participants with children's dictionary
- Explain words as needed.
- Require everybody to tell a story about a good time they had with a friend.

Social Skills

- *Compromise*
- *Cooperation*

Benefits of Social Interaction

- *Friendships*
- *Support*
- *Loved*
- *Self-esteem*
- *Acceptance*
- *Belong*
- *Confidence*
- *To Have Fun*

Name: _____ Date: _____ Activity: S-3

Social Interaction Secret Code Activity

Directions: Write the letter for each number to solve the answer.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Social Skills

Working together _____
 3 - 15 - 15 - 16 - 5 - 18 - 1 - **20** - 9 - 15 - 14

Giving a little to get a little _____
 3 - 15 - 13 - 16 - 18 - **15** - 13 - 9 - 19 - 5

Benefits of Social Interaction

Having close relationships _____
 6 - 18 - 9 - 5 - 14 - 4 - 19 - **8** - 9 - 16 - 19

When others allow you to join them _____
1 - 3 - 3 - 5 - 16 - 20 - 1 - 14 - 3 - 5

Feeling that people care about you _____
 12 - 15 - **22** - 5 - 4

Feeling good about yourself _____ - _____
 19 - **5** - 12 - 6 - 5 - 19 - 20 - 5 - 5 - 13

Believing you can do things _____
 3 - 15 - 14 - **6** - 9 - 4 - 5 - 14 - 3 - 5

Having people who will help _____
 19 - **21** - 16 - 16 - 15 - 18 - 20

Feeling like you are part of a group _____
 2 - 5 - 12 - 15 - **14** - 7

Write letters of bold, underlined numbers in order from top to bottom to discover another benefit of social interaction: _____!

Activity S-4: Social Interaction Word Search Puzzle

Instructor’s Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase familiarization of social interaction vocabulary</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase understanding of words related to social interaction</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to find words on word search puzzle. Place each word in appropriate column at bottom of page: social activity, social skill or benefit of social interaction</p>	<ol style="list-style-type: none"> 1. What was this word search puzzle about? 2. Name social activities that were listed. 3. Why is it important to participate in social activities? 4. Name social skills that were listed. 5. Why is it important to have good social skills? 6. What are the consequences for having poor social skills? 7. Name benefits of social interaction that were listed. 8. Which benefits would you like to have most? 9. What did you learn from this activity?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Assign partners in groups of two. See which group completes the puzzle first. • Reward person or persons who finished first with applause. • Require participants to develop a volunteer project. • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Provide younger participant’s with children’s dictionary • Explain words as needed 	<p style="text-align: center;">Social Activities</p> <p><i>Clubs, family, friends, groups, lunch, parks, people, religion, reunions, volunteer.</i></p> <p style="text-align: center;">Social Skills</p> <p><i>Accepting, boundaries, cooperation, generosity, giving, honesty, listening, positive, respect.</i></p> <p style="text-align: center;">Benefits of Social Interaction</p> <p><i>Belonging, connections, comfort, companionship, love, support.</i></p>

Name: _____ Date: _____ Activity: S-4

Social Interaction Word Search Puzzle

Directions: Find all hidden words listed below in word search puzzle below. Words can go forward, backwards or diagonal.

- | | | | | |
|-------------|---------------|------------|----------|-----------|
| Accepting | Comfort | Generosity | Love | Religion |
| Belonging | Companionship | Giving | Lunch | Respect |
| Boundaries | Cooperation | Groups | Parks | Reunions |
| Clubs | Family | Honesty | People | Support |
| Connections | Friends | Listening | Positive | Volunteer |

E	U	Q	W	R	T	Y	D	A	F	D	H	L	K	Z	X	B	N	M
L	W	V	U	T	N	B	M	N	B	O	N	Y	H	Y	U	O	E	P
P	E	S	N	O	I	T	C	E	N	N	O	C	A	S	D	F	G	H
O	H	T	L	F	D	S	A	E	M	N	N	M	L	O	T	U	O	P
E	B	C	K	G	F	D	S	X	C	U	V	R	E	S	R	S	R	R
P	N	E	J	S	R	T	Q	P	L	O	N	M	Y	P	O	I	U	E
T	M	P	H	T	Y	U	N	O	I	G	I	L	E	R	F	V	W	U
K	L	S	K	S	X	Y	Z	A	B	L	I	K	A	Z	M	Y	X	N
H	J	E	K	C	G	F	E	H	D	M	M	J	B	D	O	C	G	I
I	U	R	J	K	N	O	I	T	A	R	E	P	O	O	C	G	N	O
Q	A	R	S	T	P	O	N	F	M	L	N	I	H	G	N	D	I	N
P	U	V	W	Y	T	I	S	O	R	E	N	E	G	I	F	E	N	S
X	E	N	C	I	Y	C	R	D	T	G	O	P	V	Q	R	S	E	T
Y	I	L	J	M	A	A	R	O	M	U	N	I	D	O	D	S	T	U
Z	S	D	P	M	C	E	I	O	M	E	G	H	G	P	L	U	S	V
Z	P	A	N	O	C	D	B	Q	F	E	F	E	F	A	F	T	I	W
R	U	Y	N	B	E	L	O	N	G	I	N	G	E	B	F	T	L	X
E	O	T	R	O	P	P	U	S	D	E	D	A	D	C	P	T	O	P
E	R	F	F	J	T	S	N	B	G	F	E	V	I	T	I	S	O	P
T	G	T	D	H	I	T	D	F	S	G	A	D	F	D	D	A	V	D
N	T	S	L	K	N	U	A	D	G	R	E	U	D	N	N	F	E	D
U	R	A	N	M	G	V	R	L	B	N	E	E	E	E	O	P	Q	W
L	S	X	O	P	Q	P	I	H	S	N	O	I	N	A	P	M	O	C
O	T	Y	Z	A	R	W	E	F	T	A	R	Q	W	E	R	R	E	A
V	A	B	D	E	E	F	S	J	K	F	L	P	M	O	P	O	P	U

Directions: Place words listed above in correct column below.

Social Activity	Social Skill	Benefit

Activity S-5: Social Interaction Crossword Puzzle

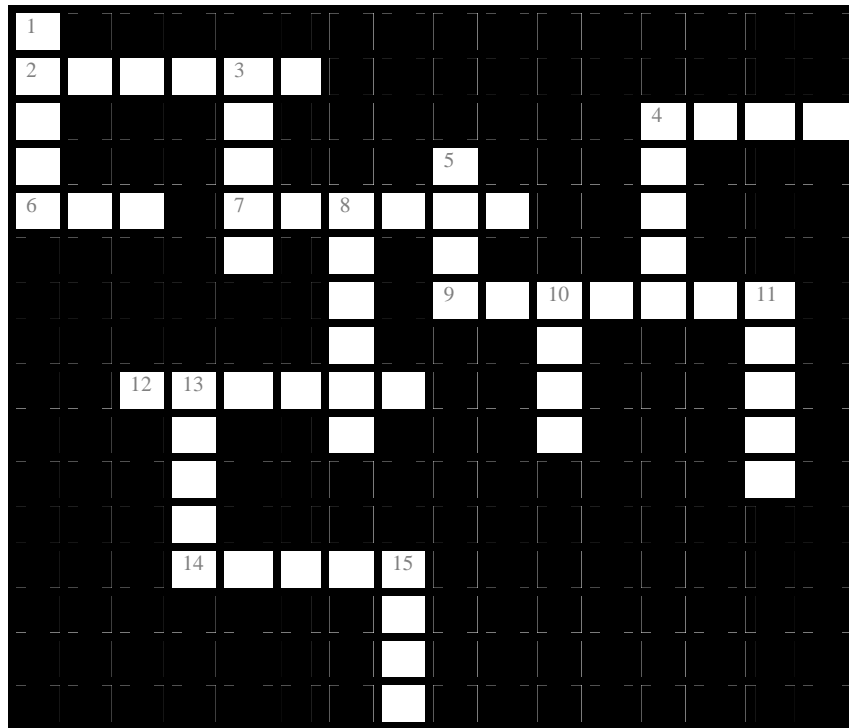
Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase familiarization of social interaction vocabulary</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant.</p>	<p>2. What did you learn from this activity?</p>
<p>Group Size: 2 to 10 members</p>	<p>3. Discuss answers to crossword puzzle as a group.</p>
<p>Introduction: Purpose of activity is to increase understanding of words related to social interaction with use of crossword puzzle.</p>	<p>4. Why is it important to share?</p>
<p>Process: Explain purpose of activity. Pass out supplies. Require participants to complete crossword puzzle independently. Answer questions aloud as part of group at end of session</p>	<p>5. What would the world be like if nobody followed the rules?</p>
	<p>6. What is one kind thing you could do?</p>
	<p>7. Why is it important to be kind to others?</p>

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Copy activity on transparent page. Complete activity on overhead projector as a group activity. 	<p style="text-align: center;">Down</p> <p>1. <i>Share</i>, 3. <i>Smile</i>, 4. <i>Space</i>, 5. <i>Help</i>, 8. <i>Saying</i>, 10. <i>Talk</i>, 11. <i>Turns</i>, 13. <i>Rules</i>, 15. <i>Kind</i></p>
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. 	<p style="text-align: center;">Across</p>
<ul style="list-style-type: none"> • Provide one-on-one assistance with participants as needed. 	<p>2. <i>Honest</i>, 4. <i>Soft</i>, 6. <i>Eye</i>, 7. <i>Listen</i>, 9. <i>Patient</i>, 12. <i>Friend</i>, 14. <i>Speak</i></p>
<ul style="list-style-type: none"> • Provide younger participants with a children's dictionary 	
<ul style="list-style-type: none"> • Explain words as needed 	

Name: _____ Date: _____ Activity: S-5

Social Interaction Crossword Puzzle



Down

1. Chris and Chad are at a basketball court with one basketball. Instead of fighting over the ball they should _____ the ball.
3. Instead of frowning a person could _____ to show he or she is friendly.
4. Wendi walks down the hall and she bumps into other people. She is not respecting other people's personal _____.
5. Mother has a lot of housework to do. The kids could _____ her out to get the job done instead of being lazy.
8. Listen to what people are _____ so that you will know what is going on.
10. What do people do during social activities? _____
11. During games, you must share and take _____ when playing.
13. These are used to make things fair and to protect people? _____
15. It is importance to be _____ to others.

Across

2. Danny and Carrie are playing a game of matching cards. Danny flips over extra cards to make a match when Carrie wasn't looking. Danny is not being _____.
4. Dad is sleeping. Wayne should talk in a _____ tone of voice.
6. The teacher knows the kids are listening when they put things down and look at her with good _____ contact.
7. The teacher is giving directions. Jimmy is busy drawing and does not hear the directions. Jimmy needs to _____ to the teacher.
9. The teacher is talking to another teacher. You want to ask her a question. You must be _____ and wait until she is not talking before you can ask your question.
12. These are people you care about, are close to, share interest and spend time with? _____.
14. If you don't _____ clear then others won't be able to understand what you are saying.

KIND	RULES	FRIENDS	SHARE
HONEST	SOFT	HELP	PATIENT
SAYING	LISTEN	TURNS	SPEAK
SPACE	SMILE	TALK	EYES

Activity S-6: Social Interaction Matching Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of social activities</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant.</p>	<p>2. Which social activities have you done?</p>
<p>Group Size: 2 to 10 members</p>	<p>3. Which social activities have you not done?</p>
<p>Introduction: Purpose of activity is to increase awareness of social activities.</p>	<p>4. Which social activities do you want to do in the future?</p>
<p>Process: Explain purpose of activity. Pass out supplies. Require participants to complete matching activity independently. Answer questions aloud as part of group at end of session</p>	<p>5. What did you learn from this activity?</p>

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> Allow use of colored pencils for creativity. 	<p>1. O</p>
<ul style="list-style-type: none"> Provide one-on-one assistance with participants as needed. 	<p>2. K</p>
<ul style="list-style-type: none"> Provide younger participants with a children's dictionary 	<p>3. I</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>4. L</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>5. A</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>6. D</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>7. P</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>8. B</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>9. M</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>10. F</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>11. E</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>12. G</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>13. J</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>14. Q</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>15. C</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>16. N</p>
<ul style="list-style-type: none"> Explain words as needed 	<p>17. H</p>

Name: _____ Date: _____ Activity: S-6

Social Interaction Matching Activity

Directions: Write the letter of the social activity for each definition.

Definition	Social Activity
1. ____ Being with people, not family, that you know well, like, trust and do activities with.	a. Camping
2. ____ Community activity that does not last long, such as carnival, parade, show, circus or fair.	b. Church
3. ____ Being a member of a group that shares the same interest such as playing chess, making art, doing math or studying religion, often done after school.	c. Family activity
4. ____ Cards, dominoes, chess, checkers or board games with family or friends for enjoyment.	d. Outing
5. ____ Outdoor activity which you spend the night in a tent with family or friends.	e. Lunch
6. ____ Leaving house to do enjoyable activity such as bowling, shopping, or seeing a movie often done with family or friends.	f. Party
7. ____ A person who helps other people out for free, without being paid.	g. Phone a friend
8. ____ A group of people who share the same religious beliefs. They worship at the same place.	h. Picnic
9. ____ Talking about ideas to other people.	i. Club
10. ____ A group of people gathered for a fun time	j. Reunion
11. ____ A midday meal often eaten with other people.	k. Special events
12. ____ Requires a device held to the ear used to talk to other people.	l. Table games
13. ____ Getting together with people you've not seen in a while.	m. Conversation
14. ____ A written message to another person.	n. Team
15. ____ Enjoyable recreation done with parents, brothers, sisters, cousins, grandparents or even pets.	o. Spending time with friends
16. ____ A group of people that work together to get something done such as complete a school project or win a sports game.	p. Volunteer
17. ____ An outdoor meal with family, friends, peers or others.	q. Write a letter

Activity S-7: Social Interaction Collage

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of social activities</p> <p>Supplies: Copies of activity found on next page for each participant. Provide participants with scissors, paste, magazines, colored pencils, markers, and crayons.</p>	<ol style="list-style-type: none">1. What was the purpose of this activity?2. What did you learn about yourself?3. Which social activities would you like to do most?4. How can you go about doing these activities?

Group Size: 2 to 10 members

Introduction: Purpose of activity is to increase awareness social activities.

Process: Explain purpose of activity. Pass out supplies. Require participants to cut out pictures from magazines as described on activity page. Paste pictures in appropriate space. Draw pictures if none can be found or if magazines not available.

SPECIAL CONSIDERATIONS

- Make copies on bright colored sheets for creativity.
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain words as needed

Name: _____ Date: _____ Activity: S-7

Social Interaction Collage

Directions: Cut or tear out pictures from magazines and paste on shapes below to make a collage. Draw pictures if you can't find any in magazines.

The collage activity sheet features several shapes and labels for pasting pictures:

- Heart shape:** Labeled "A family".
- Parallelogram shape:** Labeled "Talking on phone".
- Star shape:** Labeled "Religious Activity".
- Rectangle shape:** Labeled "Team sports".
- Triangle shape:** Labeled "People eating lunch".
- Oval shape:** Labeled "People talking".
- Wavy-bottomed rectangle shape:** Labeled "Volunteers/helping others".

Activity S-8: Social Interaction and “I” Statements

Instructor’s Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase assertiveness skills</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant. One pair of scissors, one cup, note cards, and a hat or brown paper bag.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase assertiveness skills.</p> <p>Process: Explain purpose of activity. Pass out supplies. Select participant’s to read “I” statements aloud to group. Cut each role-play out and place into hat or cup. Assign one partner to each participant. Instructor may be participant’s partner if there odd number of participants. Require one partner to do what the slip of paper says and for the other one to use one of the “I” statements from activity found on next page.</p>	<ol style="list-style-type: none"> 1. What did this activity require you to do? 2. Why is it important to use “I” statements? 3. What would happen if you did not stick up for yourself and just did whatever people asked of you? 4. How might people think of you if you bully them and simply make them do things? 5. In what ways do adults act like bullies? 6. In what ways do children act like bullies?

SPECIAL CONSIDERATIONS	DEFINITIONS FOR GROUP
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed 	<ul style="list-style-type: none"> • Aggressive A person who is aggressive does not respect the rights of others. This person often uses “You” statements. This person often blames the other person. Example: “You made me do feel upset, Its all you’re fought for my bad grades. • Passive This person does not stand up for his or her own personal rights. They have a difficult time saying “no” to others. They often allow other people to take advantage of them. Example” “Um, yeah, I guess its okay.”

Name: _____ Date: _____ Activity: S-8

Social Interaction and “I” Statements

Directions: Review all of the “I” statements below. Cut out each role-play at bottom of page and place in cup or hat. Work with partner to role-play “I” statements.

I don’t want to	I prefer not to	I am not interested
I don’t think that would be best for me	I rather not	I won’t allow it
I feel it would be best if	What I really want to do is	I think it would be better if
I don’t want to, but thanks anyway	I do not like that idea	I don’t appreciate it

Tips for using “I” statements

- Be sure to use an “I” statement.
- Speak clear and firm.
- Do not curse or call the other person a bad name.
- Do not talk hateful to the other person.
- You have the right to stand up for yourself.
- If someone won’t take “No” for an answer then walk away and tell someone.

Role-Plays

- ✂ -----
• Somebody is going to steal something from a store and he or she asks you to join
- ✂ -----
• A stranger wants you to take a car ride with him or her
- ✂ -----
• Somebody wants to cheat off your test answers
- ✂ -----
• Somebody wants to bum \$5.00 off you
- ✂ -----
• Somebody wants you to skip your classes or work
- ✂ -----
• Somebody asks you to do illegal drugs with him or her
- ✂ -----
• Somebody asks you to do something dangerous with him or her
- ✂ -----
• Somebody asks you to spray paint a wall with him or her
- ✂ -----
• Somebody wants you to do their chores or assignments for them

Activity S-9: Social Interaction Listening Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase listening skills</p> <p>Supplies: One copy of activity found on next page and one pair of scissors.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase listening skills and social interaction</p>	<ol style="list-style-type: none"> 1. What did this activity require you to do? 2. How do you feel when someone does not listen to you? 3. Why is it important to listen? 4. How do you feel when others interrupt you? 5. Why is it important to wait until your turn before speaking?
<p>Process: Explain purpose of activity. Cut out questions from activity found on next page. Place questions in a cup, hat or brown paper bag. Require one participant to pull out a question from hat, read and answer it aloud. Randomly select next participant to paraphrase first participant's response to demonstrate he or she was listening before drawing his or her own question from hat.</p>	

SPECIAL CONSIDERATIONS	RECOMMENDED RESOURCE
<ul style="list-style-type: none"> • Allow all participants a chance to answer each question that is pulled from hat. • Explain the word paraphrasing to group members. It means to repeat what somebody said afterwards in fewer words to demonstrate they were listening. Example: Susie says, "The best holiday that I ever had was the year my Dad came home from being stationed overseas with the army. Cindy paraphrases her comment by saying, "So, your best holiday was the year your Dad came home." 	<p>This book provides many stimulating and thought provoking questions that promote social interaction.</p> <p>Lowrie P. <i>The Conversation Piece Book</i></p>

Name: _____ Date: _____ Activity: S-9

Social Interaction Listening Activity

Directions: *Cut out each question below and place in cup or hat. First person pulls out question, reads it aloud and answers it. Second person must repeat first persons answer to prove he or she was listening before picking a question.*



- If you could go anywhere today, where would you go and why?

- Who do you look up to most and why?

- What is (was) your favorite subject in school?

- What do you want to do when you grow up or in your future?

- Where is the farthest place that you have traveled?

- Where is your favorite place to be and why?

- What sport do you enjoy doing the most?

- What do you dream about most often?

- What is one word to describe you?

- Who is your hero among famous athletes, singers, actors, etc.?

- What are you afraid of most?

- Who are you? Describe yourself.

- What animal would you be if you could be any one and why?

- What is your favorite month of the year and why?

- What is your favorite movie?

- What colored best reflects your personality and why?

- What is your favorite toy or possession?

- What book would you recommend everyone to read?

- What is your favorite ice cream flavor?

- What was the best holiday you ever had?

Activity S-10: Social Interaction and Compliments

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To compliment and say positives about others</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to say positives about others and to accept compliments</p> <p>Process: Explain purpose of activity. Pass out supplies. Arrange chairs in a half-circle formation around one chair. Select one participant to be "it." He or she will sit in chair. Require all participants to say one positive thing about the person who is "it." Person who is "it" must repeat all positives stated about him or her and state one positive thing about self. Write all positive statements on handout. Allow all participants a chance to be "it." Answer questions at bottom of handout.</p>	<ol style="list-style-type: none"> 1. Why is it important to say positives about others? 2. How do you feel when someone speaks negative about you? 3. How did you feel when people spoke positive about you as they did in this activity? 4. Was it difficult for you to be able to state positives about others? 5. What did you learn about yourself? 6. What did you learn about your peers? 7. What was the purpose of this activity?

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Make copies on bright colored sheets to enhance creativity • Allow use of colored pencils for creativity. • Provide one-on-one assistance to help participants speak positively about others. Example: <i>Why don't you say something nice about his haircut? Doesn't she have a nice dress on today? Did you see how well he played in baseball yesterday?</i> 	<ul style="list-style-type: none"> • Require each participant to state one positive comment about their day and one positive comment about themselves at the start of each group session.

Name: _____ Date: _____ Activity: S-10

Social Interaction and Compliments

Directions: Select one person in your group to be "it." Everyone else will sit in a half circle form around the person who is "it," similar to the shape of a horseshoe. Each person will say once nice thing about the person who is it. The person who is it will then repeat all the compliments and positive things said about him or her. Everyone gets a chance to be "it."

When you are it, write down all the positive things that were said about you in the spaces on the chart below.



You are a nice person

Write your name here: _____

How did you feel when people said nice things about you?

How did you feel about saying nice things about other people?

Activity S-11: Social Interaction and Compromising

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To understand how to make compromises in order to get along with others</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of this activity is to make compromises in order to get along with others. Compromising means to meet someone halfway in a decision. Nobody will get everything they want, but everybody will get something.</p> <p>Process: Explain purpose of activity. Assign each participant one partner. Assign partners so nobody feels left out. Instructor may be somebody's partner if there are an odd number of participants. Give each group one copy of activity found on next page. Inform participants to work together to think of possible solutions to each situation.</p>	<ol style="list-style-type: none"> 1. What does it mean to make a compromise? 2. Why is it important to make compromises? 3. What would happen if people never compromised? 4. What is something that you have made a compromise on with someone before? 5. When would be a good time for you to make a compromise with someone?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide assistance as needed. • Offer solutions. 	<ul style="list-style-type: none"> • <i>Answers may vary</i> <p style="text-align: center;">Recommended books</p> <p>Hartley, H. (2002). <i>Manners matter</i>. Uhrichsville, OH: Promise Press.</p> <p>Levine, M. (1998). <i>Raise your social i.q.</i> Toronto, Canada: Carol Publishing Group</p>

Name: _____ Date: _____ Activity: S-11

Social Interaction and Compromising

Compromise means to make a decision halfway. In a compromise, nobody will get everything they want, but everybody will get something.

Directions: *Work with your partner to think of compromises for each situation below. Write your best compromise on a separate sheet of paper. Only one partner needs to write the answers. Make a compromise. One partner could write the odd answers and the other could write the even answers.*

1. Tommy, a child wants to play. The parents want him to complete all of his homework.
2. A family went to visit the museum. The father wants to see the section on the old west. The mother wants to see the section on hand-made crafts. The kids want to see the section on the mummies.
3. Two friends, Brian and Michelle go to the movies. Brian wants to watch the new comedy movie and Michelle wants to watch the scary movie.
4. There is only one bathroom in the house. Butch wants to use the shower first because he is getting ready to go out with his friends. Donna wants to use the shower first because she is getting ready to attend a class.
5. Alisa wants pizza for dinner. Her sister Leigh wants spaghetti for dinner.
6. A father wants his son to go fishing with him this weekend. His son wants to go skateboarding with his friends this weekend.
7. The kids in a family have chores. Josh washed dishes yesterday and does not want to wash them again. Zane rinsed and dried the dishes yesterday and does not want to rinse and dry them again today.
8. T.J wants to invite his friends over but his older brother Drew does not want company at the house. Drew wants to peace and quiet so he can relax.
9. The boss, Chris wants his best worker Stacey to work late. Stacey does not want to work late because she wants to go home and spend time with her kids.
10. Carmon and Leslie both want to use the Internet on the family's only computer.

Activity S-12: Social Interaction and Cooperation

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To work together and make agreements</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant.</p>	<p>2. How did you work with your team?</p>
<p>Group Size: 2 to 10 members</p>	<p>3. How did your team make agreements and decision?</p>
<p>Introduction: Purpose of this activity is to work together and make agreements. Participants will be required to creatively plan and give their "team" its own identity consisting of a name, mascot, purpose, saying, etc.</p>	<p>4. Why is it important to be able to work as a team?</p>
<p>Process: Explain purpose of activity. Require participants to work together to answer the questions as a group. Participants must be in agreement as a whole before listing their group answer.</p>	<p>5. What would happen if your team did not agree on anything?</p>
	<p>6. What other projects have you had to cooperate and make agreements?</p>
	<p>7. What would happen if people could not make agreements in the real world?</p>

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Remind participants that they must be in complete agreement for every answer. 	<p>Recommended book</p> <p>Newstrom, J. & Scannell, E. (1998). <i>The big book of team building games</i>. MacGraw-Hill: New York</p>

Name: _____ Date: _____ Activity: S-12

Social Interaction and Cooperation

Directions: *Work as a team and write answers in spaces provided. Your group can only have one answer per question. Your group must be in complete agreement before listing answers in spaces provided.*

1. Team name. For example: the pioneers, patriots, peacemakers, winners, etc.

2. Team mascot. For example: the eagles, chipmunks, kangaroo, etc.

3. Two team colors. For example: maroon and white

4. Team's purpose: For example: To be the best or to get along, etc.

5. Team food. For example: pizza, chocolate cake, popcorn, ice cream, etc.

6. Team song. For example: any song that all team members know

7. Team's lucky number.

• How did your team make agreements and decision?

• What would happen if your team did not agree on anything?

Activity S-13: Social Interaction Friendship Interview

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase social interaction and to increase understanding of friendships</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase interaction and understanding of friendships.</p> <p>Process: Explain purpose of activity. Pass out supplies. Assign one partner to each participant. Instructor may be participant's partner if there are an odd number of participants. Require each partner to interview his or her peer.</p>	<ol style="list-style-type: none">1. What did this activity require you to do?2. What did you learn about yourself?3. What did you learn about your partner?4. Why is it important to have friendships?5. What would life be like if you didn't have any friends?6. Do you think it is important to be friendly to everyone? Explain why.

SPECIAL CONSIDERATIONS

- Provide one-on-one assistance with participants as needed.
- Explain words as needed.

Name: _____ Date: _____ Activity: S-13

Social Interaction Friendship Interview

Directions: *Ask your partner the questions and write the answer in spaces below.*

1. What is your name?

2. What does it mean to be friends?

3. How can you tell if someone is friendly?

4. How do you want a friend to treat you?

5. How do you treat friends?

6. How do you describe a best friend?

7. What activities do you do with friends?

8. Why is it important to have friends?

9. What is something that you can trust a friend to do?

10. Why is it important to be friendly?

11. What is the Golden Rule? _____

Activity S-14: Social Interaction Letter Writing Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase participation in social activity</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page, one pencil, one sheet of paper, one envelope and one postage stamp for each participant.</p>	<p>2. Who did you write?</p>
	<p>3. What did you write about?</p>
	<p>4. Do you think they will write back?</p>
	<p>5. What benefits do you get from writing letters?</p>

Group Size: 2 to 10 members

Introduction: Purpose of activity is to interact with use of writing a letter.

Process: Explain purpose of activity. Pass out supplies. Require participants to write at least one letter to anyone of their choice. Inform participants to use example of letter on next page for assistance.

SPECIAL CONSIDERATIONS

- Provide stationary paper
- Provide colorful envelopes
- Provide children with children's dictionary for help with spelling
- Provide one-on-one assistance as needed
- Ask younger participants if you may read the letter before mailing it out for permission. Although reading their letters is envision of privacy it should be done for participant's safety. Check to see if child is approved to write letter to person for legal reasons and to make certain letter does not discuss inappropriate subjects, i.e., sexual conduct, weapons, violence, etc.

Name: _____ Date: _____ Activity: S-14

Social Interaction Letter Writing Activity

Directions: *Get an additional piece of paper. Write a letter to someone you care about using the example shown below. You do not have to write your letter exactly like the one shown below. Activity requires envelope and postage stamp.*

Example of how to address an envelope

Write your name here.	*Place Stamp Here*
Write your street address or P.O. Box Number	
City, State, Zip Code	
<p>Write name of person you are writing Write their stress address or PO Box Number City, State, Zip Code</p>	

Example of a letter

	Write your name here Write your address here City, State, Zip Code Date
Dear (Name of Person you are writing),	
We have not talked since _____. I want you to know that I care about you. How have you been?	
I've done a lot of fun things. The best movie I watched was _____. The best book I read was _____. I think the best song out is _____. I listen to it all the time.	
What have you been doing? I hope to hear from you again soon.	
Sincerely,	
Your Name	

Activity S-15: Social Interaction and Support

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
Objective: To increase awareness of people who can help	1. How many people did you identify as helpers?
Supplies: One copy of activity found on next page and one pencil for each participant. Provide several phones books.	2. How do you feel knowing that there are people who can help?
Group Size: 2 to 10 members	3. Where are some places that you could go to for help?
Introduction: Purpose of activity is to increase awareness of people who can help and be aware of places to go for help	
Process: Explain purpose of activity. Pass out supplies. Require participants to write answer in spaces provided. Share answers during group discussion.	

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance to help participants as needed.
- Assign partner to each participant. Allow them to use phonebook to find places to go to for help.

Name: _____ Date: _____ Activity: S-15

Social Interaction and Support

Directions: Write the names of people who can help you in spaces provided. You might not have answers for all spaces.

Parent or Legal Guardian:	
Brothers and Sisters:	
Other Family Members:	
Teacher or Mentor:	
Counselor or Therapist	
Club, Team, or Church Member:	
Nurse:	
Friend or Friends:	

- List places where you could go to for help. Work with a group to think of as many as possible. Ask your instructor for help or to use a phone book.

- There are many people who can help you. How does that make you feel?

Activity S-16: Social Interaction and Table Games**Instructor's Guide**

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of social activities</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of social activities that participants can do with family or friends at their home.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to check columns that they answer “yes” to.</p>	<ol style="list-style-type: none">1. What table games had you not played?2. Which table game is your all-time favorite and why?3. Who do you like playing table games with?4. Do these games require you to be around others?5. How should you behave when winning a game? <i>Explain sportsmanship</i>6. How should you behave when losing a game? <i>Explain sportsmanship.</i>

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance to help participants as needed.
- Provide several board games for participants to play
- Encourage participants to take turns, get along and use good sportsmanship

Name: _____ Date: _____ Activity: S-16

Social Interaction Family and Friend Table Games

Directions: *These activities are not simply games. They are excellent ways to build healthy and appropriate relationships with others while having fun. Check columns that you answer “yes.”*

Table Game	Have you played this game before?	Would you want to play this game with someone?	Does this game require you to be around others?
Aggravation			
Battleship			
Bingo			
Blackjack			
Checkers			
Chess			
Clue			
Connect Four			
Dominoes			
Go Fish			
Jigsaw Puzzle			
Life			
Match/Memory			
Monopoly			
Old Maid			
Operation			
Phase Ten			
Pictionary			
Poker			
Rummy			
Scrabble			
Sequence			
Skip Bo			
Sorry			
Trivial Pursuit			
Trouble			
Uno			
War			
Yahtzee			
Other:			

- Explain the importance of: getting along, being fair, and using sportsmanship on the back of this page.

Activity S-17: Social Interaction Party Planning Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase goal-planning skills and to increase social interaction</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of social activities that participants can do with family or friends at their home.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to work as a team to plan a party. Implement the party at the appropriate time.</p>	<ol style="list-style-type: none"> 1. What was the purpose of a party? 2. What benefits do you get from attending a party? 3. What are good, clean, fun things you can do at a party? 4. What things should not be done at a party? 5. How should you treat others at a party? <i>Respectful, polite.</i>
SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance to help participants as needed. • Encourage participants cooperate, compromise, and allow everyone to be part of the planning process. 	<ul style="list-style-type: none"> • Use this book for planning parties for children. Some of these same activities could be used for older age groups with caution. <p>Warner, P. (1993). <i>Kid's party games & activities</i>. New York: Meadow Brooks Press.</p>

Name: _____ Date: _____ Activity: S-17

Social Interaction Party Planning Activity

Directions: *Work with your group to plan a celebration. Write answers in spaces provided.*

1. What event will we celebrate? _____
2. Why is it important to celebrate this event? _____
3. On what date will we celebrate this event? _____
4. At what time will we celebrate this event? _____
5. Where will we have the celebration? _____
6. Who will be attending? _____
7. What type of food and drink will we have? _____
8. Who will bring what foods and what drinks? _____
9. Who will bring cups, napkins, plates, forks, and spoons? _____
10. What other supplies will we need for this celebration? _____
11. Who will bring music and CD player? _____
12. What kind of decorations will we have? _____
13. Who will help make the decorations? _____
14. What kind of games and activities will we have? _____
15. Who will help set up the games? _____
16. Who will lead the activities? _____
17. What will the schedule of events consist of? _____
18. Who will send out invitations? _____
19. What else needs to be done before the celebration? _____

Activity S-18: Social Interaction Pros and Cons

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of the positives of social interaction and the consequences of isolation</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of the positives of social interaction and the consequences of isolation.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to list as many benefits of social interaction that they can think of and as many consequences of isolation as they can think of. Share answers during group discussion.</p>	<ol style="list-style-type: none"> 1. Is it okay to have alone time? <i>Yes.</i> 2. Is it okay to always stay alone? <i>No.</i> 3. Why is it important to have social interaction in your life? 4. What are the consequences of isolating self from others?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance to help participants as needed. • Draw diagram found on next page on chalkboard, dry erase board, or poster. Allow all participants a chance to write on it. 	<ul style="list-style-type: none"> • Answers may vary. <p>Benefits of Social Interaction <i>More friendship, people to go to for help, feeling like you belong, feeling accepted, feeling loved, feeling confident, feeling good about self. Answers may vary.</i></p> <p>Consequences of Isolation <i>Less friendships, not having people to go to for help, feeling like an outcast, feeling like nobody cares, lack of self-esteem, lack of companionship, feeling depressed. Answers may vary</i></p>

Name: _____ Date: _____ Activity: S-18

Social Interaction Pros and Cons

Directions: *List benefits of social interaction and consequences of not interacting with others below. Work with your group members and share answers.*

List benefits of doing social activities below.	List as many consequences from not doing social activities below
Example: <i>Have more friends</i>	Example: <i>Feel lonely</i>

- Do you think it is important to do social activities? Explain why below.

Activity S-19: Social Interaction Goal Planning Activity

Instructor's Guide

ACTIVITY

Objective: To increase goal-planning skills and to increase social interaction

Supplies: One copy of activity found on next page and one pencil for each participant.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to increase goal-planning skills and to increase social interaction.

Process: Explain purpose of activity. Pass out supplies. Require participants to complete activity found on next page.

DISCUSSION QUESTIONS

1. Share your goal with the group?
2. What must you do in order to meet your goal?
3. Who can help you meet your goal?
4. What was the purpose of this activity?

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance to help participants as needed.
- Provide supplies and resources to assist participants to meet their personal goals in follow-up group sessions.

Name: _____ Date: _____ Activity: S-19

Social Interaction Goal Planning Activity

Directions: Check off social activities that you are interested in doing. Complete goal statement at bottom of page.

- Which activities are you interested in doing?

- ____ Have lunch with a friend
- ____ Join club
- ____ Volunteer/ help someone out
- ____ Write letter
- ____ Spend time with family
- ____ Spend time with friends
- ____ Phone someone
- ____ Plan and have a party
- ____ Other: _____



GOAL CARD

I, _____ will _____
 (your name) (any **one** activity checked off above)
 by _____.
 (date)

What must I do to reach this goal?

Who can help me reach this goal?

Sign: _____

Today's Date: _____

Witnessed by: _____

Date that you met goal: _____

Activity S-20: Social Interaction Evaluation

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To demonstrate awareness of social activities, social skills and benefits of social interaction</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to demonstrate awareness of social activities, social skills, and benefits of social interaction.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to complete activity found on next page.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Share the social activities you listed. 3. Share the social skills you listed. 4. Share the benefits of social interaction you listed. 5. What would like be like if people lived in isolation and never interacted with others?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance to help participants as needed. • Allow participants to review their previous social interaction activity worksheets and handouts from the social interaction section of this book for assistance. 	<ul style="list-style-type: none"> • <i>Answers may vary</i> <p>Social Activities: <i>Time with family, time with friends, attending parties, attending clubs, writing a letter, phoning someone, camping, team sports, community parks and recreation, table games, outings.</i></p> <p>Social Skills: <i>Taking turns, sharing, being patient, not interrupting, being respectful, compromise, cooperation, getting along, smiling, helping each other out, and speaking positive about others.</i></p> <p>Benefits of Social Interaction: <i>Friendships, Confidence, Self-Esteem, Having people who can help, feeling loved, feeling accepted, feeling like you belong, having companionship, feeling liked.</i></p>

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