# Building Social Skills through ACTIVITIES



# By **Danny Wayne Pettry II**

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# Building Social Skills through ACTIVITIES

# **Learning Objectives**

S-19

S-20

interaction

S-1	To increase understanding of social activities, social skills, and the benefits of
	social interaction
<b>S-2</b>	To identify personal strengths and needs in social interaction
<b>S-3</b>	To increase awareness of benefits from social interaction
<b>S-4</b>	To increase familiarization of social interaction vocabulary
S-5	To increase familiarization of social interaction vocabulary
<b>S-6</b>	To increase awareness of social activities
S-7	To increase awareness of social activities
<b>S-8</b>	To increase assertiveness skills
<b>S-9</b>	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

To increase goal-planning skills and to increase social interaction

To demonstrate awareness of social activities, social skills, and benefits of social

# **Activity S-1: Introduction to Social Interaction**

#### **Instructor's Guide**

#### **DISCUSSION OUESTIONS ACTIVITY** Objective: To increase understanding of 1. What are social activities? social activities, social skills, and the 2. What are social skills? benefits of social interaction 3. What are the benefits of social interaction? **Supplies:** Copies of activity found on next 4. What did you learn about yourself two pages and one pencil for each from this activity? participant. 5. What did you learn about others from this activity? **Group Size:** 2 to 10 members 6. In which social activities would you like to participate? **Introduction:** Purpose of activity is to Why do you want to participate in 7. introduce social interaction and leisure. social activities? Activity has two parts. First part is a Which social skills do you need to 8. reading activity. It discusses social develop? activities, social skills, and benefits of 9. What are the consequences for not social interaction. Second part is a developing these social skills? matching activity based on the reading. **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.

Allow use of colored pencils for	1.	C	
creativity.	2.	A	
,	3.	В	
Provide one-on-one assistance with	4.	В	
participants as needed.	5.	C	
1 1	6.	A	
Require everyone in the group to	7.	A	
show their best smile.	8.	C	
	9.	C	
Require everyone in the group to	10.	C	
shake hands with each other.	11.	A	
	12.	В	
	13.	A	
	14.	В	
	15.	C	

Name:	Date:	Activity	v: S-
rvanic.	 Daw.	ACHVIL	y• 13

#### **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
3Listening to others	C.	Benefit of social interaction
4 Smiling		
5 Feeling loved		
6Joining 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

**Objective:** To identify strengths and needs in social interaction

**Supplies:** Copies of activity found on next two pages and one pencil for each participant.

**Group Size:** 2 to 10 members

**Introduction:** Purpose of activity is to determine participant's need for social interaction and strengths.

**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.

# **DISCUSSION QUESTIONS**

- 1. Which section did you check "always" the most: Social activities, social skills or benefits of social interaction?
- 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?

- 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	v• S-2
maine	Date	Acuvit	yo-⊿

# **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

<b>Total</b>	Score:	
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# **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?
  - o Social activities
  - o Social skills
  - o Benefits of social interaction

What did you learn about yourself from this activity?									
		what did y	vviilat did you lea	vviiat did you learn abo		vvilut did you learn about yourself i		what did you learn about yourself from this dea	vinat did you four about yourself from this detivity.

# **Activity S-3: Social Interaction Secret Code Activity**

# **Instructor's Guide**

ACTIVITY		DISCUSSION QUESTIONS
<b>Objective:</b> To increase awareness of benefits from social interaction	1.	What was the purpose of this activity?
concints from social interaction	2.	What did you learn about yourself?
<b>Supplies:</b> One copy of activity found on	3.	Which benefits do you already have?
next page and one pencil for each participant.	4.	Which benefits would you like to have?
participant.	5.	Explain a time when you made a
<b>Group Size:</b> 2 to 10 members	٥.	compromise.
Group Size. 2 to 10 memoers	6.	Explain a time when you cooperated
<b>Introduction:</b> Purpose of activity is to	٠.	with others.
increase awareness of benefits from social	7.	Who are some of your best friends?
interaction	8.	What are the benefits for having friends?
<b>Process:</b> 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.		
SPECIAL CONSIDERATIONS		ANSWERS
<ul> <li>Allow use of colored pencils for creativity.</li> </ul>		Social Skills
	•	Compromise
<ul> <li>Provide one-on-one assistance with participants as needed.</li> </ul>	•	Cooperation
•		<b>Benefits of Social Interaction</b>
TD 1.1		

# • 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.
- 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	В	C	D	Е	F	G	Н	I	J	K	L	M

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

# **Social Skills**

Working together

Giving a little to get a little

# **Benefits of Social Interaction**

Having close relationships

$$\overline{6-18-9-5-14-4-19-8-9-16-19}$$

When others allow you to join them \_

$$\underline{1 - 3 - 3 - 5 - 16 - 20 - 1 - 14 - 3 - 5}$$

Feeling that people care about you

$$\frac{12-15-22-5-4}{12-15-22-5-4}$$

Feeling good about yourself

Believing you can do things

Having people who will help

$$\overline{19 - \underline{21} - 16 - 16 - 15 - 18 - 20}$$

Feeling like you are part of a group

$$\frac{}{2-5-12-15-\underline{14}-7}$$

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**

**Objective:** To increase familiarization of social interaction vocabulary

**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 understanding of words related to social interaction

**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

# **DISCUSSION QUESTIONS**

- 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

- 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

# ANSWERS

# **Social Activities**

Clubs, family, friends, groups, lunch, parks, people, religion, reunions, volunteer.

#### Social Skills

Accepting, boundaries, cooperation, generosity, giving, honesty, listening, positive, respect.

#### **Benefits of Social Interaction**

Belonging, connections, comfort, companionship, love, support.

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Directi go forw								ted b	pelov	v in 1	word	sea	rch p	ouzzl	e bei	low.	Wor	ds ca
Belo Bour	ndari lubs	ng .es	C	comp Coo F		nshi tion y	p	( ( E	enero Givii Grou Ione isten	ng ps sty			Lov Lun Parl Peop Posit	ch ks ole		]	Sup	pect nions
E L P O E P T K H I Q P X Y Z Z R	U W E H B N M L J U A U E I S P U	Q V S T C E P S E R R V N L D A Y	W U N L K J H K K J S W C J P N N	R T O F G S T S C K T Y I M O B	T N I D F R Y X G N P T Y A C C E	Y B T S D T U Y F O O I C A E D L	D M C A S Q N Z E I N S R R I B O	A N E E X P O A H T F O O O Q N	F B N M C L I B D A M R T M F G	D O N N U O G L M R L E G U E E I	H N O N V N I I M E N N O N G F N	L Y C M R M L K J P I E P I H E G	K H A L E Y E A B O H G V D G F E	Z Y S O S P R Z D O G I Q O P A B	X U D T R O F M O C N F R D L F F	B O F U S I V Y C G D E S S U T T	N E G O R U W X G N I N E T S I L	M P H P R E U N I O N S T U V W X
E E T N U L O V	O R G T R S T A	T F T S A X Y B	R F D L N O Z	O J H K M P A E	P T I N G Q R E	P S T U V P W F	U N D A R I E S	S B F D L H F J	D G S G B S T K	E F G R N A F	D E A E O R L	A V D U E I Q	D I F D E N W	C T D N E A E	P I D N O P R P	T S A F P M R	O O V E Q O E P	P P D D W C A

**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
<b>Objective:</b> To increase familiarization of	1.	What was the purpose of this
social interaction vocabulary		activity?
	2.	What did you learn from this activity?
<b>Supplies:</b> One copy of activity found on	3.	Discuss answers to crossword puzzle
next page and one pencil for each		as a group.
participant.	4.	Why is it important to share?
	5.	What would the world be like if
<b>Group Size:</b> 2 to 10 members		nobody followed the rules?
_	6.	What is one kind thing you could do?
<b>Introduction:</b> Purpose of activity is to	7.	Why is it important to be kind to
increase understanding of words related to		others?
social interaction with use of crossword		
puzzle.		
<b>Process:</b> 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		

#### SPECIAL CONSIDERATIONS

- Copy activity on transparent page.
   Complete activity on overhead projector as a group activity.
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Provide younger participants with a children's dictionary
- Explain words as needed

# NSWERS Down

# e. 4. Space. 5. Hel

1. Share, 3. Smile, 4. Space, 5. Help, 8. Saying, 10. Talk, 11. Turns, 13. Rules, 15. Kind

#### Across

- 2. Honest, 4. Soft, 6. Eye, 7. Listen,
- 9. Patient, 12. Friend, 14. Speak

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Name:				Date:		A(	ctivity: S-5		
		Social Inter	action C	rosswor	d Puzzle				
	1								
	2	3							
					4		1		
				<u> </u>			_		
			5						
	6	7	3						
			9	10		11			
			L	ļ <u>_</u>					
	12 1	3							
			<del>-</del> <del> </del> -	j	<b>-</b> -				
		للكراكي							
		4	15						
Dov	wn Land								
1.	Chris and Chad are at	a basketball co	ourt with o	ne basketba	all. Instead	of fighting ove	er the ball they		
	should the ball.					0 0	•		
3.	Instead of frowning a p								
4.	Wendi walks down the	e hall and she	oumps into	other peop	ple. She is n	ot respecting of	other people's		
5.	personal  Mother has a lot of hor	usawork to do	The kide	could	her out to	get the job do	one instead of		
3.	being lazy.	use work to do	. The kids	.ouiu	_ ner out to	get the job de	nic instead of		
8.	Listen to what people	are so ti	hat you wi	ll know wh	at is going o	on.			
	What do people do dur								
	During games, you mu								
	These are used to mak			ct people?					
15. <b>Acr</b>	It is importance to be	to others	•						
Acr 2.	Oss Danny and Carrie are p	nlaving a game	of match	no cards I	Danny fline	over extra car	ds to make a		
2.	match when Carrie wa					over extra car	us to make a		
4.	Dad is sleeping. Wayn	e should talk i	n a to	one of voic	e.				
6.	The teacher knows the					nd look at her	with good		
	contact.								
7.		The teacher is giving directions. Jimmy is busy drawing and does not hear the directions. Jimmy							
0	needs to to		har Van	unt to acl-	har a guacti	on Vou must	ho and		
9.	The teacher is talking t wait until she is not tal					on. 10u illust	oe and		
12.	These are people you					d time with?	·		
	If you don't clear								

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

# **Activity S-6: Social Interaction Matching Activity**

# **Instructor's Guide**

ACTIVITY		DISCUSSION QUESTIONS
<b>Objective:</b> To increase awareness of social	1.	What was the purpose of this
activities		activity?
	2.	Which social activities have you
<b>Supplies:</b> One copy of activity found on		done?
next page and one pencil for each	3.	Which social activities have you not
participant.		done?
	4.	Which social activities do you want
<b>Group Size:</b> 2 to 10 members		to do in the future?
-	5.	What did you learn from this activity?
<b>Introduction:</b> Purpose of activity is to		•
increase awareness of social activities.		
<b>Process:</b> 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		
SPECIAL CONSIDERATIONS		ANSWERS
Allow use of colored pencils for	1	O

SPECIAL CONSIDERATIONS		ANSWERS
Allow use of colored pencils for	1. (	
creativity.	2. <b>F</b>	ζ
	3. I	
<ul> <li>Provide one-on-one assistance with</li> </ul>	4. I	_
participants as needed.	5. <i>A</i>	A
	6. I	
<ul> <li>Provide younger participants with a</li> </ul>	7. F	)
children's dictionary	8. I	3
·	9. N	M
<ul> <li>Explain words as needed</li> </ul>	10. F	7
•	11. E	$\Xi$
	12. <b>C</b>	$\bar{\mathbf{G}}$
	13. J	
	14. (	Q
	15. (	
	16. N	N
	17. I	-1

Name:	Data	Activity	7. C.
Name:	Date:	Acuvit	y: 5-0

# **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
9Talking 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.	1. 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,	o. Spending time
brothers, sisters, cousins, grandparents or even pets.	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

# **Objective:** To increase awareness of social activities

**Supplies:** Copies of activity found on next page for each participant. Provide participants with scissors, paste, magazines, colored pencils, markers, and crayons.

**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.

# **DISCUSSION QUESTIONS**

- 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?

- 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
So	cial Interaction Collage	
<b>Directions:</b> Cut or tear out pictures to make a collage. Draw pictures		
A family	Talking on phone	/
Team sports	Religious Activity	
	People t	alking
People eating lunch	Volunteers/helpin	ng others

# Activity S-8: Social Interaction and "I" Statements

#### **Instructor's Guide**

#### **DISCUSSION OUESTIONS Objective:** To increase assertiveness skills What did this activity require you to do? **Supplies:** One copy of activity found on 2. Why is it important to use "I" next page and one pencil for each statements? participant. One pair of scissors, one cup, 3. What would happen if you did not note cards, and a hat or brown paper bag. stick up for yourself and just did whatever people asked of you? **Group Size:** 2 to 10 members 4. How might people think of you if you bully them and simply make them do things? **Introduction:** Purpose of activity is to increase assertiveness skills. 5. In what ways do adults act like bullies? **Process:** Explain purpose of activity. Pass In what ways do children act like 6. out supplies. Select participant's to read "I" bullies? statements aloud to group. Cut each roleplay 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. SPECIAL CONSIDERATIONS **DEFINITIONS FOR GROUP** • Allow use of colored pencils for **Aggressive** A person who is aggressive does not creativity. respect the rights of others. This Provide one-on-one assistance with person often uses "You" statements. This person often blames the other participants as needed. person. Example: "You made me do feel Explain words as needed upset, Its all you're fought for my

# • Passive

bad grades.

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				
<b>Directions:</b> Review all of the "I" spage and place in cup or hat. Work		1 0		

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.

<b>*</b>	Kole-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
Objective: To increase listening skills	1.	What did this activity require you to do?
<b>Supplies:</b> One copy of activity found on next page and one pair of scissors.	2.	How do you feel when someone does not listen to you?
	3.	Why is it important to listen?
<b>Group Size:</b> 2 to 10 members	4.	How do you feel when others interrupt you?
<b>Introduction:</b> Purpose of activity is to increase listening skills and social interaction	5.	Why is it important to wait until your turn before speaking?
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.		

# SPECIAL CONSIDERATIONS

 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."

# RECOMMENDED RESOURCE

This book provides many stimulating and thought provoking questions that promote social interaction.

Lowrie P. The Conversation Piece Book

Name:	Date:	Activity: S-9
Socia	al Interaction Listening Activity	
<u> </u>	tion below and place in cup or hat. I nswers it. Second person must repeat g before picking a question.	
<b>*</b>		
If you could go anyw	there today, where would ye	ou go and why?
Who do	you look up to most and wl	ny?
What is (wa	s) your favorite subject in s	chool?
What do you want to	o do when you grow up or i	in your future?
Where is the fa	arthest place that you have	traveled?
Where is yo	our favorite place to be and	why?
What spor	rt do you enjoy doing the m	nost?
What do	you dream about most often	en?
What i	s one word to describe you	?
Who is your hero an	nong famous athletes, singe	rs, actors, etc.?
Wh	at are you afraid of most?	
Who	are you? Describe yourself.	
1	you be if you could be any	
i	avorite month of the year a	
;	at is your favorite movie?	
;	est reflects your personality	and why?
!	our favorite toy or possessi	
	lld you recommend everyor	
	your favorite ice cream flav	
<u>'</u>	the best holiday you ever l	

# **Activity S-10: Social Interaction and Compliments**

#### **Instructor's Guide**

#### **ACTIVITY**

# **Objective:** To compliment and say positives about others

**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 say positives about others and to accept compliments

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.

# **DISCUSSION QUESTIONS**

- 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**

- 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: 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?

# RECOMMENDATION

 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 circle form around the person who is "it," so person will say once nice thing about the person all the compliments and positive thing chance to be "it."	imilar to the shape o rson who is it. The pe	f a horseshoe. Each erson who is it will then		
When you are it, write down all the positi spaces on the chart below.	ve things that were	said about you in the		
You are a	nice person			
Write your name here:				
How did you feel when people said r	nice things about you	?		
How did you feel about saying nice t	hings about other pe	ople?		

# **Activity S-11: Social Interaction and Compromising**

# **Instructor's Guide**

ACTIVITY		DISCUSSION QUESTIONS
Objective: To understand how to make	1.	What does it mean to make a
compromises in order to get along with		compromise?
others	2.	Why is it important to make compromises?
<b>Supplies:</b> One copy of activity found on next page and one pencil for each	3.	What would happen if people never compromised?
participant.	4.	What is something that you have made a compromise on with someone
<b>Group Size:</b> 2 to 10 members		before?
•	5.	When would be a good time for you
<b>Introduction:</b> Purpose of this activity is to		to make a compromise with
make compromises in order to get along		someone?
with others. Compromising means to meet		
someone halfway in a decision. Nobody		
will get everything they want, but		
everybody will get something.		
Propaga Evaloin numaco of activity		
<b>Process:</b> 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.		

# SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide assistance as needed.
- Offer solutions.

#### ANSWERS

Answers may vary

# **Recommended books**

Hartley, H. (2002). *Manners matter*. Uhrichsville, OH: Promise Press.

Levine, M. (1998). *Raise your social i.q.* Toronto, Canada: Carol Publishing Group

Name:	Date:	Activity: S-1
Name.	Date	Activity. S-1.

# **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
<b>Objective:</b> To work together and make agreements	1.	What was the purpose of this activity?
	2.	How did you work with your team?
<b>Supplies:</b> One copy of activity found on next page and one pencil for each	3.	How did your team make agreements and decision?
participant.	4.	Why is it important to be able to work as a team?
<b>Group Size:</b> 2 to 10 members	5.	What would happen if your team did not agree on anything?
<b>Introduction:</b> Purpose of this activity is to work together and make agreements.	6.	What other projects have you had to cooperate 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.	7.	What would happen if people could not make agreements in the real world?
<b>Process:</b> 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.		

# SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Remind participants that they must be in complete agreement for every answer.

## RECOMMENDATION

# **Recommended book**

Newstrom, J. & Scannell, E. (1998). *The big book of team building games*. MacGraw-Hill: New York

Name:		Date:	Activity: S-12			
	Social Interaction and Cooperation					
	ver per question. Your gi		ided. Your group can only e agreement before listing			
1. Team r	name. For example: the p	ioneers, patriots, peacem	nakers, winners, etc.			
2. Team r	mascot. For example: the	eagles, chipmunks, kang	garoo, etc.			
3. Two te	am colors. For example:	maroon and white				
4. Team's	s purpose: For example:	Γο be the best or to get a	long, etc.			
5. Team f	food. For example: pizza,	chocolate cake, popcorr	n, ice cream, etc.			
6. Team s	song. For example: any so	ong that all team membe	rs know			
7. Team's	s lucky number.					
• How d	id your team make agree	ments and decision?				
• What v	vould happen if your tear	m did not agree on anyth	ing?			

# **Activity S-13: Social Interaction Friendship Interview**

#### **Instructor's Guide**

# **Objective:** To increase social interaction and to increase understanding of

friendships

**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 interaction and understanding of friendships.

**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.

# **DISCUSSION QUESTIONS**

- 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.

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

Jame:	Date:	Activity: S-1
	Social Interaction Friendship Interview	
irecti	ons: Ask your partner the questions and write the answer in spaces in	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**

# Objective: To increase participation in social activity

**Supplies:** One copy of activity found on next page, one pencil, one sheet of paper, one envelope and one postage stamp for each participant.

**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.

# **DISCUSSION OUESTIONS**

- 1. What was the purpose of this activity?
- 2. Who did you write?
- 3. What did you write about?
- 4. Do you think they will write back?
- 5. What benefits do you get from writing letters?

- 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.

www.DannyPettry.Com ©	::: 34 :::	Building Social Skil
Name:	Date:	Activity: S-14
Social Inter	raction Letter Writing Ac	tivity
<b>Directions:</b> Get an additional piece using the example shown below. Ye shown below. Activity requires env	ou do not have to write you	•
Example of	of how to address an envel	lope
Write your name here. Write your street address or F City, State, Zip Code	P.O. Box Number	*Place Stamp Here*
Write t	name of person you are writh their stress address or PO B tate, Zip Code	_
	Example of a letter	
	Wri	te your name here te your address here v, State, Zip Code e
Dear (Name of Persor	n you are writing),	
We have not to care about you. How l	alked since I whave you been?	ant you to know that I
was The	t of fun things. The best mobest book I read was  I listen to it all the time.	I think the best
What have you	u been doing? I hope to hea	r from you again soon.
	Sino	cerely,
	You	ır Name

# **Activity S-15: Social Interaction and Support**

#### **Instructor's Guide**

#### **ACTIVITY**

# **Objective:** To increase awareness of people who can help

**Supplies:** One copy of activity found on next page and one pencil for each participant. Provide several phones books.

**Group Size:** 2 to 10 members

**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.

# **DISCUSSION QUESTIONS**

- 1. How many people did you identify as helpers?
- 2. How do you feel knowing that there are people who can help?
- 3. Where are some places that you could go to for help?

- 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 Int	eraction and Support		
<b>Directions:</b> Write the names of people not have answers for all spaces.	<b>Directions:</b> 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 Men	nber:		
Nurse:			
Friend or Friends:			
List places where you could go as many as possible. Ask your in the second			
There are many people who can	n help you. How does that m	ake you feel?	

# **Activity S-16: Social Interaction and Table Games**

#### **Instructor's Guide**

#### ACTIVITY

**Objective:** To increase awareness of social activities

**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 social activities that participants can do with family or friends at their home.

**Process:** Explain purpose of activity. Pass out supplies. Require participants to check columns that they answer "yes" to.

# **DISCUSSION QUESTIONS**

- 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? *Explain sportsmanship*
- 6. How should you behave when losing a game? *Explain sportsmanship*.

- 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:	<b>Activity: S-16</b>
Name	Date	Activity: 5-10

# **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

**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 awareness of social activities that participants can do with family or friends at their home.

**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.

# DISCUSSION QUESTIONS

- 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? *Respectful, polite.*

# **SPECIAL CONSIDERATIONS**

- 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.

#### RECOMMENDATION

• Use this book for planning parities for children. Some of these same activities could be used for older age groups with caution.

Warner, P. (1993). *Kid's party games & activities*. New York: Meadow Brooks Press.

Name:	Date:	Activity: S-17
	Social Interaction Party Planning Activity	
<b>Directions:</b> <i>V provided.</i>	Work with your group to plan a celebration. Write answers	s in spaces
1. What	event will we celebrate?	
2. Why	is it important to celebrate this event?	
3. On w	hat date will we celebrate this event?	
4. At wh	nat time will we celebrate this event?	
5. Wher	e 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	t 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

**Objective:** To increase awareness of the positives of social interaction and the consequences of isolation

**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 the positives of social interaction and the consequences of isolation.

**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.

# DISCUSSION QUESTIONS

- 1. Is it okay to have alone time? *Yes*.
- 2. Is it okay to always stay alone?
- 3. Why is it important to have social interaction in your life?
- 4. What are the consequences of isolating self from others?

## SPECIAL CONSIDERATIONS

- 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.

#### ANSWERS

Answers may vary.

#### **Benefits of Social Interaction**

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.

## **Consequences of Isolation**

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

		Dunaing Social Ski		
ame:	Date:	Activity: S-1		
Socia	<b>Interaction Pros and Cons</b>			
irections: List benefits of social interaction and consequences of not interacting with thers below. Work with your group members and share answers.				
List benefits of doing so activities below.	cial List as many consequences from doing social activit below			
Example: Have more frid				
Do you think it is importa	nt to do social activities? Explain	n 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?

- 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
Mario			Acumy. 5 12
	Social Interaction	on Goal Planning Activity	
	ns: Check off social activities that at bottom of page.	hat you are interested in doing.	Complete goal
• 7	Which activities are you interest	ed 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:		<del></del>
ă	GG	OAL CARD	
]	, will . (your name)	/	<u> </u>
1	(your name)	(any <b>one</b> activity checked off	above)
(	(date)		
<b>\</b> -	What must I do to reach this goa	1?	
<b>1</b> -	Who can help me reach this goal	1?	
Š	Sign:		
	Coday's Date:		
•	Vitnessed by:		
]	Date that you met goal:		

# **Activity S-20: Social Interaction Evaluation**

#### **Instructor's Guide**

#### ACTIVITY

**Objective:** To demonstrate awareness of social activities, social skills and benefits of 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 demonstrate awareness of social activities, social skills, and benefits of social interaction.

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

# DISCUSSION QUESTIONS

- 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

- 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.

#### ANSWERS

• Answers may vary

#### **Social Activities:**

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.

#### **Social Skills:**

Taking turns, sharing, being patient, not interrupting, being respectful, compromise, cooperation, getting along, smiling, helping each other out, and speaking positive about others.

#### **Benefits of Social Interaction:**

Friendships, Confidence, Self-Esteem, Having people who can help, feeling loved, feeling accepted, feeling like you belong, having companionship, feeling liked.

Name:	Date: Activity: S-20
	Social Interaction Evaluation
Directions:	List appropriate answers in spaces provided.
•	List ten social activities
•	List ten social skills
•	List ten benefits of social interaction

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