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## INDEPENDENT LIVING SKILLS

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**TOPIC #5:** Social Skills

**TIME PERIOD:** 1-3 Days

**CORE STANDARD #1:** Individual: The students will examine the principles of personal development related to self-awareness and relationships.

**OBJECTIVE:** Students will identify the social skills which assist individuals in developing friendships and independence.

**INDEPENDENT LIVING SKILLS (COMPETENCIES):**

20.0001-0116 Recognize "acceptable" and "unacceptable" social behaviors.

20.0001-0117 Explore ways to develop and maintain friendships.

**LIFE SKILLS:**

- \* Lifelong Learning
- Complex Thinking
- \* Effective Communication
- Collaboration
- \* Responsible Citizenship
- \* Employability

**RELATED CAREERS:**

All

**OCCUPATIONAL CLUSTERS:**

All

**LIST OF STUDENT ACTIVITIES:****SUPPLIES REQUIRED:**

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|--|---|
| <p>▶ 1. NO-NAME Case Study<br/>(Motivator)</p>               | <p>NO-NAME case study (page 5.11)<br/>Copies of student activity guide<br/>(5.12) for each student</p>  |
| <p>▶ 2. Definition of <i>Social Skills</i></p>               | <p>Small poster or overhead transparency<br/>of definition (5.13)</p>   |
| <p>▶ 3. Acceptable vs. Unacceptable<br/>Social Behaviors</p> | <p>(Student activity guide from activity #1:<br/>5.12)<br/>Small posters or overhead<br/>transparencies of definitions (5.14-5.15)</p>  |
| <p>4. Magical Manners Picture Puzzles</p>                    | <p>Small poster or overhead transparency<br/>of definition (5.16)<br/>Overhead transparency (5.17)<br/>Magical Manners picture puzzle<br/>example<br/>Scratch paper<br/>Colored pencils or felt-tip markers<br/>Tagboard or construction paper<br/>Optional: "Good Manners" video from<br/><u>Nasco</u></p> |
| <p>5. My Friendship Mirror</p>                               | <p>Good-sized mirror<br/>Copies of student activity guide (5.18)<br/>for each student</p>   |
| <p>6. Personality Traits:<br/>Perfect Personality Pie</p>    | <p>Copies of student activity guide (5.19)<br/>for each student<br/>Overhead transparency of list of<br/>personality traits from Topic #2 (2.10)<br/>Colored pencils or felt-tip markers</p>  |
| <p>7. Social Skills and Careers</p>                          | <p>(no supplies required)</p>   |



## PROCEDURE

### 1. **NO-NAME CASE STUDY (MOTIVATOR)**

Give each student a copy of the SOCIAL SKILLS student activity guide (page 5.12) and make sure they each have a pen or pencil. Have the students write the term "UNACCEPTABLE" on the lines at the top left side of the activity guide. As the teacher reads the case study (page 5.11) to the students, have the students write the mannerisms and/or behaviors they think are unacceptable or inappropriate in the square boxes on their papers. (Leave the circles blank until activity #3). After the teacher has finished reading, let the students begin sharing verbally what they have written as the teacher records the mannerisms and/or behaviors on the board.

Continue the list as long as duplication doesn't occur. Allow the students to fill in more squares on their papers as the discussion continues. IT IS VITAL THAT THE TEACHER KEEP THE DISCUSSION DIRECTED ONLY TO BEHAVIORS AND NOT ALLOW ANY NAMES TO BE USED. When this activity is finished, continue directly with the following activity.

ALTERNATE METHOD: If the teacher has a story or can write a story about a situation at school, it could be used in place of the NO-NAME Case Study.

### 2. **DEFINITION OF SOCIAL SKILLS**

Write the words SOCIAL SKILLS on the blackboard and ask the students to define the term and/or describe what social skills are. Write the student input on the board until the pieces can be pulled together toward a definition (page 5.13).

**SOCIAL SKILLS: MANNERISMS AND BEHAVIORS THAT AFFECT THE WAY WE ARE VIEWED BY OTHERS.**

Continue the discussion, including the following items:

- Reviewing the definition of social skills, are they important in our lives? Why? Where? In what ways? Who do they affect?
- Are there more than one type of social skills? If so, what are they?
- Where do we learn our social skills? What and/or who influences them?
- Why do we not all have the same social skills?
- How do social skills relate to being popular? Accepted by our peers? By adults around us?



### 3. ACCEPTABLE VS. UNACCEPTABLE SOCIAL BEHAVIORS

**CONCEPT:** There are two types of social skills—those that are acceptable to others and those that are not (unacceptable). Acceptable social skills are assets in our lives, while unacceptable skills are liabilities.

Explain to the students that there are two types of social skills—those that are acceptable to others and those that are not (unacceptable). There are some standards set by our society, and there are standards set by individuals or other groups as to what is acceptable and what is not acceptable. While some social skills are acceptable to some people and not to others, there are some mannerisms and behaviors that are generally more accepted than others. Discuss the definitions of acceptable and unacceptable behaviors using small posters or overhead transparencies (pages 5.14-5.15).

**ACCEPTABLE BEHAVIORS: MANNERISMS OR BEHAVIORS THAT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS**

**UNACCEPTABLE BEHAVIORS: MANNERISMS OR BEHAVIORS THAT DO NOT SHOW CONSIDERATION FOR THE FEELINGS OF OTHERS**

Acceptable behaviors are generally not offensive to others, while unacceptable behaviors are often those that are offensive to others.

Continue to explain that for every "unacceptable" behavior or mannerism there is an "acceptable" counterpart and it is important to identify these. Have the students write the term "ACCEPTABLE" on the lines on the right side at the top of the SOCIAL SKILLS student activity guide. Go through the list of "unacceptable" behaviors that were written in the squares with the students and help them to identify the "acceptable" counterparts for each of the "unacceptable" behaviors. Have the students write the counterpart behaviors in the circles to the right of the squares. (For a more graphic experience, the students can make "X"s through the behaviors in the square boxes to depict the unacceptability.)

After this portion of the activity is completed, it is important to further explain that as individuals we are in charge of our bodies and minds, and therefore we choose our mannerisms and/or behaviors.

Explain that there are no "Miss or Mr. Perfects" who do everything right, as well as no "Miss or Mr. Totally Wrongs," but when a person has more unacceptable behaviors than acceptable behaviors, they have difficulty making and maintaining friendships and getting along socially.



Most people have some of both kinds of behaviors, but it is the unacceptable ones that cause us trouble in friendships, work, families, etc., while the acceptable ones generally help us down the road to more successful experiences.

Consequently, it is up to us which type of social behaviors we choose to practice. While it is true that what is right for one person is not necessarily always right for everybody, it is also true that some behaviors and mannerisms are more acceptable than others in our society. Our social skills do affect the way we are perceived by others, and that makes a big difference in how we are treated by others.

The "Social Skills" student activity guide could be included in the "Independent Ideas" Handbook.

#### 4. **MAGICAL MANNERS PICTURE PUZZLES**

**CONCEPT:** Manners are like magic—they tend to make a lot of good things happen with very little effort.

Introduce this activity by asking the students what "manners" are and helping them to define the term. (Probably "manners" was brought out in the previous activity as one of the acceptable behaviors or the teacher might make sure "has good manners" has been included so there is a natural link into this activity. Page 5.16)

**MANNERS: BEING POLITE, SHOWING RESPECT, BEING COURTEOUS, AND TREATING OTHERS AS YOU WOULD LIKE TO BE TREATED**

The teacher can use the analogy that manners are like magic—they tend to make a lot of good things happen with very little effort.

Brainstorm a list of about fifteen (15) examples of basic manners on the board and discuss each of them briefly. Divide the class into pairs and have each pair choose a "manner" from those listed on the board and keep it a secret as to which one they have chosen. Have each pair of students plan a rough draft of a picture puzzle that depicts their good manner when sounded out. The teacher can put the sample picture puzzle (page 5.17) on an overhead transparency for the students to see as an idea. (The sample says: "DO NOT PUSH AND SHOVE IN LINE.") When the rough drafts are completed, give the students a piece of construction paper, tagboard, or card stock, and colored pencils or felt-tip pens to make their picture puzzle.



After the picture puzzles are completed, have the class figure out the manners depicted on each one. As the manners are identified, the teacher can help the students understand the magic that occurs when that manner is practiced. The teacher should be prepared to include any basic manners that the students do not depict but need to be discussed. The student puzzles could be hung around the room as a means of reinforcement for a few days. (If preferred, each student can make a picture puzzle, or larger groups can complete this activity.)

The teacher should plan to take some class time for the students to role play some basic manners like making introductions, opening doors, saying "thank you" graciously, giving and receiving compliments, etc.

OPTIONAL ACTIVITY: The teacher may prefer to use the video "Good Manners" available from [NASCO](#) as a source of information for the students. (Nasco, P.O. Box 901, Fort Atkinson, WI 53538, 1-800-558-9595, Catalog No. WA 1376217.)

## 5. **MY FRIENDSHIP MIRROR**

**CONCEPT:** The kind of friend we are is mirrored by the kind of friends we have.

The teacher should introduce this activity by using a mirror to illustrate the concept stated above and have a brief discussion which includes the following items:

- How important it is to have good friends
- How our friends treat us is a direct reflection of how we treat our friends and/or what kind of a friend we are
- We cannot expect our friends to treat us better than we treat them
- Periodically we need to look at what kind of a friend we are so that we can see where we need to improve in order to maintain good friendships

Have the students complete the personal friendship assessment on the student activity guide, MY FRIENDSHIP MIRROR (page 5.18). There are 54 points possible on this activity. The higher the score, the better one's friendship skills are. The teacher will need to help the students analyze their own score by using the following guide:



Scores 41 to 54 = Are doing quite well but must keep working to maintain them

Scores 21 to 40 = Still have some work to do but are showing progress

Scores 1 to 20 = Need to work on developing their friendship skills  
(The teacher needs to let any students who score in this group that they are not hopeless; maybe they've had a bad day. The teacher will need to help these students look for ways to improve so that it's not a major downer for them.)

Scoring Directions:

To find your personal score, count the number of items in each column and record that number in the number line (#\_\_\_\_) at the bottom of the column. Multiply those numbers by the numbers just below the line (X numbers) and record the answers on the next three lines. Add the three answers together for a total score.

ANOTHER OPTION: Run this student activity guide on both sides of the paper and have the students get a friend or a parent to complete it as he/she perceives the student. Then the student can compare how he/she is really perceived versus the way the student thinks he/she is perceived.

NOTE: The teacher may need to make an overhead transparency of this student activity guide to use as he/she directs the students through the scoring process.

## 6. **PERFECT PERSONALITY PIES**

**CONCEPT:** Personalities are like a pie; it takes many pieces (ingredients) to make a whole pie.

Explain to the students that one of the most important ingredients for success in relationships, achievements, and happiness is one's personality. One's personality is another part of the "magic" that makes things happen with little effort.

Using the overhead transparency from Topic #2 with the personality traits and characteristics listed (page 2.10), have the students choose the traits they think make up the "perfect" personality or the personality he/she would like to have. The teacher may need to review some of the traits briefly with the students. Have each student choose up to ten (10) traits to complete their pie.

When the students have made their selections, they can write their personality traits in the outer circle around the edge of their pie on the student activity guide, MY PERFECT PERSONALITY PIE (page 5.19). If they think one trait is a lot



more important than another, that trait can take up two parts of the pie. Using colored pencils or felt-tip markers, let the students color in their pie sections.

As the students complete the activity, explain how personalities are similar to a pie—one or two pieces (personality traits) do not make a complete pie (complete personality), but when there are many pieces (personality traits), the pie is complete (and the personality is more enjoyable).

The teacher may have the students explain why they chose each personality trait around the edge of the pie.

**NOTE:** The teacher should have a sample of a "My Perfect Personality Pie" ready to show the students.)

The students could put the MY PERFECT PERSONALITY PIE activity into their "Independent Ideas" Handbook.

## 7. **SOCIAL SKILLS AND CAREERS**

Throughout the activities in this topic, it is important to emphasize the relationship social skills have to career success. Our social skills affect our performance and how it is perceived at home, school, and in the workplace. The skills we choose to practice on a regular basis can bring us magic or madness. It is important to be clean, dependable, honest, on time, etc.

As a conclusion to this topic, the teacher could have the students set a personal goal to correct a personality trait that they would like to change or improve. Have the students write out a specific plan for achieving the goal, identifying the steps or ways to improve or change the personality trait. Remind the students to set a realistic goal and keep a record of how long it takes to reach the goal. Also, have the students plan for a personal reward when the goal has been reached. The students could store their goals sheets in their "Independent Ideas" Handbook, and the teacher could set a date to review the progress with the students.

**SUMMARY:** Practicing acceptable social skills is an important part of becoming independent. They help us develop confidence in our abilities and our relationships, be accepted by others, and achieve our personal goals.



**CORE TEST QUESTION BANK****UNIT: INDEPENDENT LIVING SKILLS****TOPIC #5: SOCIAL SKILLS****20.0001-0116 Recognize "acceptable" and "unacceptable" social behaviors.**

1. Mannerisms or behaviors that affect the way we are viewed by others are called:
  - a. Pictures puzzles
  - b. Friendship characteristics
  - c.\* Social skills
  
2. Mannerisms or behaviors that do not show consideration for the feelings of others are called:
  - a.\* Unacceptable social skills
  - b. Acceptable social skills
  
3. Mannerisms or behaviors that show consideration for the feelings of others are called:
  - a. Unacceptable social skills
  - b.\* Acceptable social skills
  
4. Using unacceptable social skills on a regular basis can:
  - a. Help us have more friends
  - b. Get along socially
  - c. Gain respect from our peers
  - d.\* Cause us problems
  
5. Acceptable social skills can be set by:
  - a. A society
  - b. A family
  - c. A group of people
  - d.\* Any of the above
  
6. We can choose which type of social skills we use because:
  - a.\* We are in charge of our bodies and our minds
  - b. Our friends are in charge of our bodies and our minds
  - c. Our parents are in charge of our bodies and our minds
  
7. Practicing acceptable social skills is an important part of:
  - a. Becoming independent
  - b. Developing friendships and relationships
  - c. Being accepted by others
  - d. Achieving our goals
  - e.\* All of the above answers are correct

**TEST QUESTIONS****20.0001-0117**      ***Explore ways to develop and maintain friendships.***

1. Manners can be like magic—they tend to make many good things happen with very little effort.
  - a.\* True
  - b. False
  
2. It isn't necessary to practice good manners with my family; manners are to be used with friends and others.
  - a. True
  - b.\* False
  
3. I'll know what good manners are when I grow up without practicing them now.
  - a. True
  - b.\* False
  
4. How we treat our friends is a reflection of the kind of friend we are.
  - a.\* True
  - b. False
  
5. We should expect our friends to treat us better than we treat them.
  - a. True
  - b.\* False
  
6. We are born with our personalities and they cannot be changed.
  - a. True
  - b.\* False
  
7. We can choose most of our personality characteristics and develop them to our advantage.
  - a.\* True
  - b. False
  
8. Being a good friend and having good friends is very important in life.
  - a.\* True
  - b. False