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Skills Training for Community Engagement Modules For Day Habilitation Providers

Skills Training for Community Engagement Modules

Module 1 — Safety

SAFETY — Lesson 1

Safety, Lesson 1: Personal Safety:

Lesson Objective: *In this activity, learners will explore what personal safety means.*

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> • Worksheets, pencil/pens for each learner • Easel/whiteboard to record learner responses • Print pages 5 and 7 in document for each learner
Lesson Preparation	<ul style="list-style-type: none"> • Print exercises on pages 5 and 7 in document for class work. • Review/Print answer key for teacher. • Prepare for discussion around unsafe situations in your personal life.
Lesson Details	<p>Lesson Introduction:</p> <p>Record learner answers on easel/whiteboard</p> <p>1. Ask students to answer with thumbs up [yes] or thumbs down [no] if they would:</p> <ul style="list-style-type: none"> • ride a huge roller coaster • walk a tight rope in the circus • be shot out of a cannon • swim with alligators • spend the night in a “haunted house” <p>2. What do these activities have in common? (an element of the unknown, possibly danger). What might be unsafe or uncomfortable about these activities? (Something could go wrong, you don’t know how big the drops are on the roller coaster, etc.)</p> <p>3. Have learners share stories about a time when they personally or someone they knew were in an unsafe situation. What happened?</p> <p>4. ASK: How safe do you feel in your community?</p> <p>5. ASK: What are some things that you do to stay safe? Are there special things you need to keep in mind? (peanut allergies, night blindness, epilepsy, sleep apnea, allergic to bee stings, etc.).</p> <p>6. ASK: Does anyone here cook at home? What are some things that you do to keep yourself safe when cooking? Responses might include:</p> <ul style="list-style-type: none"> • Wash Your Hands: Before and after handling food. • Supervise Cooking: Never leave cooking unattended. • Keep Flammables Away: Store potholders, towels, and other flammable items away from the stove. • Clean Up Spills Immediately: to prevent slip and falls. • Keep the Floor Clear: Remove clutter and obstructions to prevent tripping hazards. • Be Aware of Your Surroundings: To avoid accidents. • Wear Appropriate Attire: Closed-toe shoes, avoid loose clothing, and tie

SAFETY — Lesson 1

Lesson Details	<p>Lesson Exercises:</p> <ol style="list-style-type: none">1. Pass out the Personal Safety Exercise. See directions on sheet and answer key if needed.2. After the exercise, discuss what information should be kept handy (in your wallet or purse) in case of emergency (identification card, medical info, emergency contact person, address, and so on) and why this is important.3. After the exercise, discuss what the correct answers were and why.
Lesson Reflection	As whole group, or as individuals , complete the “ 3-2-1 Review ”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Why is Personal Safety Important?

Learner Instructions: Why is personal safety important? Over the next several weeks we are going to learn and discuss personal safety topics such as:

- Staying safe in your neighborhood
- Meeting people in your neighborhood
- Understanding what hazards are
- Who do you talk to when you feel unsafe

Let's prepare by having a discussion about why personal safety is important.

Teacher Instructions: Review the overall module and lessons that will be covered over the next several weeks. In order to prepare the learner, ask the following questions and facilitate discussion.

Questions:

1. Why are safety skills important?
2. Where can you use safety skills in the community ?
3. What safety skills would you like to work on?

Why is Personal Safety Important

— Answer Key

Questions:

1. Why are safety skills important?

Response: Record the responses on a flip chart using either words or pictures.

Touch on topics such:

- To develop new skills
- To build independence
- To participate more in their communities
- Maybe prepare for a job in the future

2. Where can you use safety skills in the community ?

Response: Record the responses on a flip chart using either words or pictures.

Touch on places such:

- Volunteer jobs
- Adult education classes
- Restaurant or store
- Public bus or walking in the community
- Gym or exercise class
- Jobs (talk about specific jobs if people are working)

3. What safety skills would you like to work on?

Response: Record the responses on a flip chart using either words or pictures.

(Use this information to adapt or create new lessons not included in the modules provided)

Personal Safety Exercise

Learner Instructions: Read the ten items on the worksheet and decide if this is **SAFE** or **UNSAFE** for you. Your instructor will read it off – you call it out – **SAFE or UNSAFE!**

Teacher Instructions: Review worksheet with group and do the exercise as a **group activity**. Use the prompts from the “Lesson Exercises” section.

1. “I said I would be home by 11 p.m., but I think it will be fine if I stay at this party until midnight.” **SAFE or UNSAFE?**
2. “I don’t know this neighborhood. Let’s all stay together in a group and walk where there are streetlights.” **SAFE or UNSAFE?**
3. “My cell phone is all charged up. I’ll check in with my (parents, staff, etc.) later tonight to let them know where I am.” **SAFE or UNSAFE?**
4. “Online dating is so much fun! This guy seems a little old for me, but who cares? I’m meeting him tomorrow! ” **SAFE or UNSAFE?**
5. “I forgot my medication! I don’t want to come home to get it, so I’ll miss it this time.” **SAFE or UNSAFE?**
6. “OH NO! A car accident just happened! I’ll call 911 to let someone know. I don’t think I should get too close.” **SAFE or UNSAFE?**
7. “Hmmm...this email says I just won \$10,000! It says I must give them my bank credit card number so they can deposit my prize. I’m so lucky!!!” **SAFE or UNSAFE?**
8. “I’m sad and none of my friends are around. I had such a bad day, and nothing seems to be going right. I’ll give my Aunt Linda a call and talk with her. She is such a good listener.” **SAFE or UNSAFE?**

Personal Safety Exercise — Answer Key

1. **No** (Your family or housemates may worry if you are not at home at the time you said you would be. Part of being responsible is letting people know where you will be.)
2. **Yes** (Safety in numbers)
3. **Yes** (Always a good idea to make sure your cell phone is charged and working prior to leaving the house)
4. **No** (The girl is already suspicious of the online person)
5. **No** (The medication might be important to prevent seizures, headaches, or other trauma)
6. **Yes** (This incident should be left to the emergency workers)
7. **No** (Scam)
8. **Yes** (Depressed, but making a good choice)

3-2-1 Review: Personal Safety

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

SAFETY — Lesson 2

Safety, Lesson 2: Dangers Around You and Staying Safe:

In this activity, Participants will learn what a danger or safety hazard is and how to identify dangers or safety hazards.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/Whiteboard to record learner responses Copies of handouts
Lesson Preparation	<ul style="list-style-type: none"> Print out/review answer key on page 13.
Lesson Details	<p>Lesson Activity:</p> <p>Record learner answers on easel/whiteboard.</p> <ol style="list-style-type: none"> Ask learners to describe the first things they think of when they hear the words “danger” and “safety”. Discuss how safety is important in every part of our life: at home, at program, work, and in the community. Ask the group: <ol style="list-style-type: none"> What do you think the word “danger” means? What should you do if you’re not sure if something is dangerous? What can you do if someone asks you to do something that you feel is not safe? Have you ever been some place that made you feel unsafe? Have you ever crossed a road without looking out for cars? <p>Lesson Exercises:</p> <ol style="list-style-type: none"> Pass out copies of the Just Another (Danger Free) Day in the Life Exercise for learners. See directions on sheet and answer key if needed. Have a few learners volunteer for the different roles. For those who have difficulties reading out loud, allow them to participate as non-speaking roles, or to volunteer what they think they would do in the situation.
Lesson Reflections	As a whole group, or as individuals, complete the “ 3-2-1 Review! ”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Just Another (Danger Free) Day in the Life Exercise

Learner Instructions: Listen to the role play and think about what danger could happen and what could you do to change it.

Teacher Instructions: Call on learners who are comfortable reading or being in the front of the group. Refer to answer key for correct responses and “takeaways” from each role play.

1. “The Spillage People” Role Play

Teacher reads action prompts: *Walking down hall, you notice a big water spill on floor, maybe leaking out of the bathroom – what could happen?*

- **Setting**: Hallway in a building, next to a bathroom
- **Jimmy and Sarah**: People walking down the hall
- **Action**: There is a huge puddle of water in the hall, and it’s coming from the bathroom! What does the person walking down the hall do???
- **Jimmy**: (Walks around/through water, ignoring it or maybe not even noticing)
- **Sara**: “Oh no! I should let the staff know that the bathroom is leaking and that this puddle is here!”
- **What danger could happen**: _____.
- **What can we change to make it safe**: _____.
- **Lesson**: (for instructor) - The importance of asking for help when you see something in your environment that may be dangerous.

2. “Cross My Heart” Role Play

- **Setting**: a busy street’s crosswalk.
- **Helen**: A person is reading their smart phone while trying to cross the street
- **Actor 1**: Car headed one way on the street
- **Actor 2**: Car headed the other way on the street
- **Action**: The person starts crossing the road, without looking up from their phone. What happens next???
- **What danger could happen**: _____.
- **What can we change to make it safe**: _____.
- **Lesson**: (for instructor) - The importance of paying attention to your environment to avoid dangerous situations.

Just Another (Danger Free) Day in the Life Exercise — Continued

3. “Money on My Mind” Role Play

- **Setting:** a busy indoor mall
- **Action:** The person coming out of the store is counting their money after buying a gift. They have a lot of bills to count and put in order. They don’t notice one person watching them count their money. They also don’t notice that they accidentally drop a \$10.00 bill. What happen next???
- **Robert:** Person coming out of a store, counting their change (money) in public. They accidentally drop a \$10.00 bill
- **Hillary:** Person who finds the \$10.00 bill
- **Jeff:** Person who is watching the person counting their money.
- **What danger could happen:** _____.
- **What can we change to make it safe:** _____.

4. “Gamer Go Time” Role Play

Teacher reads description: A neighbor asks you to come over and play video games. You don’t know the person that well (answer – check in with adult/staff prior before saying yes or informing adult/staff that you’re going to Fred’s house to play video games).

- **Setting:** The front yard of a house in a neighborhood
- **Paul:** Person in front of their house
- **Fred:** Person who lives three houses down. They just moved in last month.
- **Action:** Fred walks by.
- **Fred:** Hey, my name is Fred; You look like you play video games; do you want to come to my house and play PS5?

Paul has seen Fred around the neighborhood but doesn’t know them really. What happens next???

- **What danger could happen:** _____.
- **What can we change to make it safe:** _____.

(1st outcome)

- **Paul:** Sure, let’s go! (Paul leaves his front porch and walks down the street with Fred; no one sees him leave his home)

(2nd Outcome)

- **Paul:** Hey, I would like to, but I have to let my parent/staff/roommate, etc. know where I’m going and need to grab my cell phone. Could you wait a minute?”
- **Lesson:** (for instructor) – letting other people know where you’re going, having a way to contact people – balancing safety with having friends/trying new things, meeting people.

Just Another (Danger Free) Day in the Life Exercise**ANSWER KEY**

1. **“The Spillage People”**: . The danger is that someone could slip and fall. The thing that can be changed is to let staff know, and/or to let others know to avoid the area until it gets cleaned up. Can ask: who do you think handled the situation correctly? **Takeaway**: When you do notice something dangerous, it is important to ask for help.
2. **“Cross My Heart”**: The danger is that Helen could get stuck by a car. The thing that can be changed is that Helen would put away her phone and look both ways before crossing the street. **Takeaway**: It is important to pay attention to your environment to avoid dangerous situations.
3. **“Money on my Mind”**: The danger is that Hillary could keep the \$10 rather than return it to Robert. There is also the danger that Jeff could decide to follow Robert and maybe even try to take the money from him. The thing that can be changed is that Robert could keep his money in his pocket and only count it when he is in a more private place. **Takeaway**: It is a good idea to keep your spending money secure and not “advertise” to strangers that you have cash.
4. **“Gamer Go Team”**: The danger is that Paul doesn’t know Fred, and therefore it is possible that Fred is not nice or wants something from Paul besides just to play video games. Also, no one would know where Paul went. There are two possible outcomes listed; the 2nd outcome is the safest. **Takeaway**: It is a good idea to let others where you live know what you are doing and where you are going. It is also a good idea to have a way to contact them (cell phone) if you do go somewhere.

3-2-1 Review: Dangers Around You and Staying Safe

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

SAFETY

Safety, Lesson 3: Staying Safe During an Emergency:

In this activity, learners will understand how they can stay safe and be helpful during an emergency.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/Whiteboard for writing down learner responses
Lesson Preparation	<ul style="list-style-type: none"> Print exercise on page 16 in document for each learner. Print handout on page 18 Review role plays; print or review answer key on page 17
Lesson Details	<p>Lesson Activity:</p> <p>Record learner answers on easel/whiteboard</p> <p>1. Discuss: what is an emergency? An emergency is a time when something serious happens and immediate help is needed.</p> <p>2. Examples of emergencies: fires, a car accident, floods, broken glass, popping electric lines, smoke.</p> <p>3. Here is a quick overview of the 5 ways to help you in an emergency:</p> <ul style="list-style-type: none"> Stay Safe: If you see an emergency (something dangerous), move away from it. Stay Calm: Take a breath, don't panic Get Help: ask someone to help you or you can call 911. What is the fastest way to get help? Yell HELP! Describe the Emergency to get help faster. Give Information: let the helper or 911 operator what emergency is happening and where it is happening. Give Care: If you see someone hurt, you should get help, then stay near the person as long as it's safe. Tell them your name and that help is on the way. <p>4. If you have never called 911 it might be helpful to review the steps. They are:</p> <ul style="list-style-type: none"> Pick up the phone. Press the numbers 9-1-1 Tell the operator what's wrong Give your address or location <p>5. Distribute the handout which is a visual of the steps to call 911.</p> <p>Lesson Exercises:</p> <p>Put it All Together Exercise: Instructors - read out the scenarios. Ask people to act out the situation and ask them how they would respond to the prompts (5 ways to help), Then ask the rest of the group for additional answers. A suggested answer key for instructors follows the exercise.</p>

SAFETY

Safety, Lesson 3: Staying Safe During an Emergency:

Lesson Overview— Continued	
Lesson Reflections	As a whole group, or as individuals, complete the “ 3-2-1 Review! ”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Pull It All Together

Learner Instructions: Let's act out an emergency together. Act out what you would do with the prompts below (think about the 5 ways to help!)

Teacher Instructions: Read out the scenario below. You can ask people to act out the situation and their answers to the questions below, and then you can ask the rest of the group for their answers as well.

Situation 1:

Where are you? You are at a park, sitting on a bench.

What happens? Suddenly you hear a CRACK in the air, and an electric wire comes down off a pole about 20 feet away from you.

How do you...

- Stay Safe** in this situation:
- Stay Calm:**
- Get Help:**
- Give Information:**
- Give Care:**

Situation 2:

Where are you? You are walking with friends.

What happens? A man passes you by and suddenly gets sick and falls to the ground

How do you...

- Stay Safe** in this situation:
- Stay Calm:**
- Get Help:**
- Give Information:**
- Give Care:**

Situation 3:

Where are you? You are at the movie theater.

What happens? The fire alarm goes off

How do you...

- Stay Safe** in this situation:
- Stay Calm:**
- Get Help:**
- Give Information:**
- Give Care:**

***Put It All Together* — Suggested Answer Key**

Situation 1

- **Stay Safe:** Move away from the wire
- **Stay Calm:** Don't panic. Take a few breathes before you do anything else.
- **Get Help:** If you have a phone, call 9-1-1 or yell for HELP!
- **Give Information:** If you call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.
- **Give Care:** You can stay within the area of the wire (not too close!) and warn people away from the area.

Situation 2

- **Stay Safe:** Make sure that there is nothing dangerous around you or the man who fell. Did he drop anything that might create another danger?
- **Stay Calm:** Don't panic. Take a few breathes before you do anything else.
- **Get Help:** If you have a phone, call 9-1-1 or yell for HELP!
- **Give Information:** If you call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.
- **Give Care:** You can tell him that you've called 9-1-1 and help is on the way.

Situation 3

- **Stay Safe:** You should walk carefully but quickly to the nearest exit; which might be at the front of back of the theater.
- **Stay Calm:** Don't panic. Take a few breathes before you do anything else.
- **Get Help:** If the alarm is on, you most likely don't need to call help. You can help people if you are able to.
- **Give Information:** If you do call 9-1-1, tell the operator your name, where you are, and what the emergency is. If you yell for help, tell the helpers this same information.

NOTE: You will need to prompt people by reminding them of the example situation in each of the categories above



CALLING 911

1



Pick up the phone

2



Dial 9 - 1 - 1

3



Say: "Help! There
is a ____."

4



Say your name

5



Say where you are

6



Stay calm and wait

3-2-1 Review: Staying Safe During an Emergency

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

SAFTEY

Safety, Lesson 4: Who Do I Talk to When I Don't Feel Safe?:

In this activity, learners will develop a list of three people to talk to when they don't feel safe or who can help them with tough and private situations.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/Whiteboard for writing down learner responses if you do the exercise as a group.
Lesson Preparation	<ul style="list-style-type: none"> Print exercise pages 21 and 22 for each learner Prepare for discussion around not feeling safe. Think about times you might have felt unsafe, and if comfortable, share with group. Think about who you talk with when you feel that way, if comfortable sharing.
Lesson Details	<p>Lesson Activity:</p> <p>Record learner answers on easel/whiteboard</p> <ol style="list-style-type: none"> Discussion: Think about a time when you felt scared, and you needed someone to talk to who can help you feel safe and who can help you talk about and maybe fix a problem that you have. Learners will discuss and will identify three people in their lives whom they can seek out. Why is this important: We all need someone to talk to when we have big problems that can make us feel unsafe. That person can help us solve the problem, help us feel safe, and keep our conversation private. We trust that person. They know us well and want to help us. <p>Lesson Exercises:</p> <ol style="list-style-type: none"> Pass out copies of the Helpful or Hurtful? Exercise. See directions on sheet. Learners can read sheet and then discuss as a group, or instructor can read out examples to learners and allow them to react. Pass out the Top Talkers Exercise. This exercise doesn't need to be shared as a group. If time allows, instructor can work with individual learners to develop this list of three people who would be helpful to call when they need help. Have individual learners take sheets home and as them to refer to this list in times of need.
Lesson Reflections	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Helpful or Hurtful? Exercise

Learner Instructions: Imagine yourself talking to a friend in these examples. Is the friend being **HELPFUL** or **HURTFUL**? Are they making you feel safer when you talk to them or not?

Teacher Instructions: Have a group discussion with the passages/prompts below.

Example 1:

- **Me:** “Don’t tell anybody, but I just tried a cigarette for the first time. It made me feel **SICK** to my stomach and I coughed for hours after...should I tell somebody what happened to me?”
- **Friend:** “Nah! You probably just got a bad cigarette. You should try one of mine.”
- **HELPFUL or HURTFUL?**

Example 2:

- **Me:** “I don’t like my neighbor. The people I live near by are mean to me.
- **Friend:** “I am so sorry! How about we make a call together to your Residential or Care Manager to let them know about how you feel? Maybe we can work on making this better together.”
- **HELPFUL or HURTFUL?**

Example 3:

- **Me:** “I can’t ever meet a girlfriend/boyfriend...why don’t people like me?”
- **Friend:** “It’s because you act like a jerk all the time! Bro, chill!”
- **HELPFUL or HURTFUL?**

Example 4:

- **Me:** “I am so mad at my staff! They said that I shouldn’t wear my pajama pants outside. They said that I don’t look nice when I go to my volunteer job, but they’re so comfortable!”
- **Friend:** “I know they’re comfy, but if other people don’t dress like that at your volunteer job, then your staff may be right. What do you think?”
- **HELPFUL or HURTFUL?**

Top Talkers Exercise

Learner Instructions: List three people who would be helpful to you to talk to about a situation that made you feel unsafe or worried. Keep this list! It is private and just for you.

Teacher Instructions: This exercise doesn't need to be shared as a group. If time allows, instructor can work with individual learners to develop this list of three people who would be helpful to call when they need help.

Top Talker's Name	How Do You Know Them?	What is the Best Way to Reach this Top Talker?
1.		
2.		
3.		

3-2-1 Review: Who Do I Talk to When I Don't Feel Safe?

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community or at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

SAFETY — References

- Mannix, Darlene; Life Skills Activities for Secondary Students with Special Needs; p. 415-417; 101-103.
- *Vocational Connections, Unit 6: Entering the Workplace, Lesson 5*
- *How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5* – Learning the Job and Managing the First 30 Days, Module 5 Lesson 11.
- *How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5* – Learning the Job and Managing the First 30 Days, Module 4 Lesson 8.
- *Federal Emergency Management Agency, Ready 2 Help Companion Book*, Publication Number 2012, p. 1-6.

Skills Training for Community Engagement Modules

Module 2 — Communication

Communication

Communication, Lesson 1: Communication Basics:

Lesson Objective: In this activity, learners will explore important communication skills.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> • Easel/whiteboard to record learner responses • Print outs (see Instructor Preparation) • Internet connected device to share videos
Lesson Preparation	<ul style="list-style-type: none"> • Print pages 29, 30, 32, 34, 35 in document for handouts • Review available answer keys
Lesson Details	<p>Lesson Introduction:</p> <p>Record learner answers on easel/whiteboard.</p> <ol style="list-style-type: none"> 1. Begin by asking: What do you think it means to be good at communication? Record learner answers on easel/whiteboard. 2. Two important ideas that should be brought up if not mentioned are “listening” and “responding”. 3. Discuss what it means to pay attention and be a good listener. Allow for discussion. 4. ASK: Who do you know who pays attention and listens to you? What do they do? Allow for discussion. 5. Say to the group: Sometimes it is hard to know how to respond. There are several different types of responses a person can make during conversation. These responses include: <ul style="list-style-type: none"> • Yes/no • Simple with a one- or two-word reply • Respond with a statement • Open-ended questions to better understand • Other ways that people respond? 6. Tell the class that they will be practicing some of these responses today. <p>Lesson Exercises:</p> <ol style="list-style-type: none"> 1. Choose volunteers for each of the role plays on the Talk to Me Activity Sheet. Involve the rest of the group in figuring out which response is best, and why. 2. The Good Listener Exercise: After each learner completes the exercise, have a group discussion about the prompts on the activity sheet. Optional: using examples people have listed, do a role play (good and bad communication examples).

Communication

Lesson Overview— Cont..

<p>Lesson Details</p>	<ol style="list-style-type: none"> 1. Communication in the Community Exercise: After each learner completes the exercise, have a group discussion about the prompts on the activity sheet. Optional: using examples people have listed, do a role play (good and bad communication examples) 2. My Communication Goals Exercise: After each learner completes the exercise, have a group discussion about the prompts on the activity sheet. Optional: using examples people have listed, role play good and bad communication examples. 3. Communication Examples Exercise: Staff should preview the videos prior to this lesson. The following videos are examples of conversation “dos and don’ts”. After each video, engage in discussion about what they learned and review the message. <p>Trading Information: https://youtu.be/JSYIP6aZD7o</p> <p>Getting too personal at first: https://youtu.be/JOx7CDAleB8</p> <p>Starting a conversation (risky): https://youtu.be/jFqXYbeSXQg</p> <p>Starting a conversation: (helpful) https://youtu.be/NVCR0GOTbLE</p> <p>Personal Space (too close): https://youtu.be/8jkX231FmOg</p> <p>Personal Space (too far) https://youtu.be/iiYVa7AEpiU</p>
<p>Lesson Reflections</p>	<p>As a whole group, or as individuals, complete the “3-2-1 Review!”</p>
<p>Lesson Reinforcement</p>	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.</p>

Talk to Me Role Plays

Learner Instructions: Read the part you are assigned.

Teacher Instructions: Assign learners to be **Person 1** or **Person 2** in each scenario. Involve the rest of the group in figuring out the best response. The teacher reads the **Action** sections. If learners are not strong readers, choose either staff or learners who can read to perform the role plays. Practice role plays prior to the lesson.

1. *“The Lost Book” Role Play*

Action: A staff is asking if the responder found a book they had misplaced

Person 1: Did you find your book?

Person 2: Well, you know the name of the book is “Harry Potter and the Sorcerer’s Stone” which is the first book in the Harry Potter series, it’s not my favorite book in the series, that is “Harry Potter and the Prisoner of Azkaban”, which is the 3rd book, and I have that at home, but I didn’t bring that, I brought the 1st one for Jim, and I found it over there”.

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

2. *“Bazinga!” Role Play*

Action: Two people are getting to know each other.

Person 1: What is your favorite TV show?

Person 2: The Big Bang Theory.

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

3. *“Our Pets” Role Play*

Action: Two people are getting to know each other.

Person 1: I have a dog and two cats.

Person 2: Cool! I have an iguana.

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

Talk to Me Role Plays — Continued

4. *“Who’s Steve?” Role Play*

Action: Person 1 is leaving the Minecraft movie when she runs into her friend.

Person 2: “I noticed you were coming out of Minecraft? What was it about?”

Person 1: Minecraft.

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

5. *“Short n’ Sweet” Role Play*

Action: Two friends are catching up.

Person 1: I listened to the new Beyonce last night!

Person 2: Cool! What did you think of it?

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

6. *“All Rings Collected” Role Play*

Action: Two people are getting to know each other.

Person 1: My favorite video game is Sonic Superstars, what’s yours?

Person 2: (does not respond – stares at person)

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

7. *“Paint me a Picture” Role Play*

Action: Two people are getting to know each other.

Person 1: I love to paint.

Person 2: Me too. Do you have an art easel at home, or do you use your table?

Action Say: “Stop there.” Ask the group: “Was this a positive response?”

Talk to Me Role Plays — Answer Key

1. **“The Lost Book”**: This is an example of a response that may not have been helpful. “Yes” would have been better. This is an example of a “yes or no” question. **Person 2** gave much more information than was asked for or needed.
2. **“Bazinga!”**: This is a positive response. This is an example of a “simple question with a one-to-two-word reply”. When is it helpful to give short responses? At actively involved in volunteer tasks, classes or jobs, unless it is break time.
3. **“Our Pets”**: This is a positive response. This is an example of a “response to a statement with a statement” type of question.
4. **“Who’s Steve?”** This is an example of a response that may not have been helpful. This is an example of an “open ended question” which would call for more than just one word. **Person 1** could have talked about the plot of the movie.
5. **“Short n’ Sweet”**: This is a positive response. This is an example of a “response to a statement with a question.”
6. **“All Rings Collected”**: This is an example of a response that may not have been helpful. This is an example of “respond to a question with a brief statement and a reciprocal question.” (reciprocal: given, felt or done in return). **Person 2** could have responded with their favorite game, and then asked **Person 1** what their favorite game was.
7. **“Paint me a Picture”**: This is a positive response. This is an example of “responding to a statement with a statement followed by a question.”

The Good Listener Exercise

Learner Instructions: Put a check mark next to the sentences that you might do.

Teacher instructions: Using examples people have listed, do a role play using communication examples. The answer key (marked X as the best answer) is on the next page.

- _____ I don't do all the talking when I'm with my friends.
- _____ I do all the talking when I'm with my friends.
- _____ I think before I respond back to friends.
- _____ I talk right away without thinking about it.
- _____ I do my best to look at the person when listening.
- _____ I look all around when talking to people.
- _____ I try to think about other things when the person is talking.
- _____ I don't interrupt people when they are talking.
- _____ I must get my thoughts out right away, so I just start talking.

The Good Listener Exercise — Answer Key

☒ X I don't do all the talking when I'm with my friends.

☐ I do all the talking when I'm with my friends.

☒ X I think before I respond back to friends.

☐ I talk right away without thinking about it.

☒ X I do my best to look at the person when listening.

☐ I look all around when talking to people.

☐ I try to think about other things when the person is talking.

☒ X I don't interrupt people when they are talking.

☐ I must get my thoughts out right away, so I just start talking.

Communication in the Community Exercise

Learner Instructions: Read the passages below and give some examples in a discussion with your group and your teacher. Be prepared to talk about it and maybe act it out!

Teacher Instructions: Using the situations below, create role plays. Act it out with staff and/or learners. Create role plays prior to the lesson. Have a group discussion following each role play.

In the community, how would you show that you are:

...pleasant, when another person is unfriendly?

...prepared, when someone needs information (directions, help)?

...confident, when someone asks you to do something new?

...calm, when someone else is upset?

My Communication Goals Exercise

Learner Instructions: Choose a communication skill that you would like to improve on and list some actions you will take to improve those skills.

Teacher Instructions: Have a group discussion with the passages/prompts below. If the learners are not able to generate specific skills, use this list as examples:

- Not interrupting
- Talking too much
- Asking Questions
- Staying calm
- Starting a conversation
- Jumping to conclusions
- Voice tone & volume
- Not asking personal questions

Communication skill I'd like to work on:	Ways I will work to improve this skill:

3-2-1 Review: Listening Well

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Communication

Communication, Lesson 2: Paying Attention:

Lesson Objective: In this activity, learners will learn ways to demonstrate that they are paying attention by summarizing a conversation .

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> • Easel/whiteboard to record learner responses • Print outs (see Instructor Preparation)
Lesson Preparation	<ul style="list-style-type: none"> • Print exercise pages 38 & 40 in document for class work. • Prepare for discussion • Review available answer keys
Lesson Details	<p>Lesson Activity:</p> <p>Record learner answers on easel/whiteboard.</p> <ol style="list-style-type: none"> 1. What is a summary, and why is this important? A summary happens when you can retell a story that someone just told you, but not word for word. This is important because it can show that you are paying attention to the person. 2. Restate their points in your own words to check that you hear them right is a great way to check that you understood the person. <p>Lesson Exercises:</p> <ol style="list-style-type: none"> 1. “Summer”-ize It Exercise: have learners listen to the stories in the exercise. Then have a discussion on what might be the possible best match. 2 Pair of Phrases Exercise: Have learners listen to the stories. Then choose the best answer that matches the story. Remember – the words don’t have to exactly match. Pair those phrases!
Lesson Reflection	As a whole group, or as individuals, complete the “3-2-1 Review!”
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

“Summer”-ize It Exercise

Learner Instructions: Listen to the Summer stories below. Then choose the best answer (or summary) that matches the story.

Teacher Instructions: Read the scenarios and the answers below. Have a group discussion on what might be the possible best match. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Example 1:

- Sally was taking a walk on the beach. She saw something big floating in the water. It was black in color. It floated closer to her. It was a seal! The seal looked at her, then turned around and swam away.
 - A. Sally saw something in the water, then it went away.
 - B. Sally saw a shark.
 - C. Sally was at the beach, and she saw a seal!

Example 2:

- Bryna and Josh were walking home when suddenly a huge thunderstorm popped up. Luckily, they were close to home and got back quickly, but they were still soaked from the rain.
 - A. Bryna and Josh saw lightning on their walk home!
 - B. Bryna and Josh got caught in a thunderstorm and got soaked by the time they got home.
 - C. Bryna and Josh took a walk.

Example 3:

- Albina was going to an Independence Day parade. She stopped at the store to get a drink. She couldn't decide whether to get lemonade or iced tea, so she got both.
 - A. Albina was going to a parade and brought both iced tea and lemonade to drink.
 - B. Albina went to a parade.

“Summer”-ize It Exercise

Answer Key

Example 1: C is the best answer.

Example 2: B is the best answer.

Example 3: A is the best answer.

Pair of Phrases Exercise

Learner Instructions: Listen to the stories below. Then choose the best answer that best matches the story. Remember – the words don't have to exactly match. Pair those phrases!

Teacher Instructions: Read the scenarios and the answers below. Have a group discussion on what might be the possible best match. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Example 1:

The local news show showed that the temperature was over 100 degrees today, it really felt hot!

- A. It was hot today, the temperature was above 100!
- B. It was kind of warm today.

Example 2:

We went to our favorite restaurant and ordered hamburgers and french fries. The waiter said that they were out of fries, so we had onion rings instead.

- A. We had onion rings today instead of fries with lunch. The restaurant ran out of fries.
- B. We ate sausage and peppers today at lunch, it was okay.

Example 3:

The cat was crying at my feet, so I gave it a pet and then fed it. The cat purred.

- A. The cat was happy after I gave it some food and attention.
- B. The cat was mean to me.

Pair of Phrases Exercise — Answer Key

Example 1: A is the best answer

Example 2: A is the best answer

Example 3: A is the best answer

3-2-1 Review: Paying Attention

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Communication

Communication, Lesson 3: How to Ask for Help

Lesson Objective: In this activity, learners will identify appropriate ways and times to ask for assistance or help.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/whiteboard to record learner responses Print outs (see Instructor Preparation)
Lesson Preparation	<ul style="list-style-type: none"> Print Pages 44 and 45 in document for learners Review available answer keys
Lesson Details	<p>Lesson Activity:</p> <p>Record learner answers on easel/whiteboard.</p> <ol style="list-style-type: none"> Have learners think about and then discuss a time when they needed help in their lives. Have people think about it and then ask for answers from the group. What type of help did they need? Who helped them? How did they ask for help? What happens when you don't ask for help? <p>Lesson Exercises:</p> <ol style="list-style-type: none"> Hand out the Do-Who-Do exercise. Learners can read through the scenarios and prepare for discussion, or the instructor can read out scenarios and ask for class input. Choose 1-2 situations below and do a role play (2 people in group, teacher facilitates). How to Ask for Help exercise (answer key included on following page). Choose 1-2 situations below and do a role play (2 people in group, teacher facilitates).
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

The DO-WHO-DO EXERCISE

Learner Instructions: Look at each situation. **Do** you speak up about it? **Who** do you talk to? **Do** you ask for help or not? Think about your answers and be prepared to discuss.

Teacher Instructions: Have a group discussion with the passages/prompts below. Choose 1-2 situations below and do a role play (2 people in group, teacher facilitates). Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

What's the Story?	Do I Speak Up?	Who Do I talk to?	Do I Ask for Help or Not?
I am going on vacation and will not be at the program for two weeks.			
I am having trouble with a task at my volunteer job.			
I'm sick and can't come in today.			
Someone I don't know asked me for money.			
I have a doctor's appointment, and I need to change my schedule today.			
Someone asked me for directions to a store, and I don't know how to get to it.			
My volunteer job is busy today and I am having a hard time keeping up.			
Someone is getting angry at someone else in my group.			
I saw someone at a store take something and put it in their pocket.			

How to Ask for Help Exercise

Learner Instructions: Read the examples below and choose the best answer. Get ready to talk about your answers.

Teacher Instructions: Have a group discussion on why the examples below ARE or ARE NOT the best ways to ask for help and solve the problem. The answer key is on the next page. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Example 1:

Jane is interested in learning more about being a veterinarian. The guest speaker at her program is a veterinarian and has finished her presentation but needs to leave to get back to work. Jane has a **lot** of questions, and she wants help to answer them. Does Jane:

- A. Stop the speaker while they are leaving to ask all her questions.
- B. Ask the speaker if they can meet another time to ask her questions.
- C. Let people in the room know that she is frustrated because she did not get a chance to ask all her questions.

Example 2:

Rakim is working on a computer at his local library. The screen freezes up and now it won't do anything. Does Rakim:

- A. Hit the computer screen with his hand to see if this helps.
- B. Ask the person next to him for help. Their computer seems fine.
- C. Go to the main desk to ask the Librarian for help.

Example 3

Sarah is going to the pool. Once she got there, so noticed that she forgot her bathing cap, and she can't get her hair wet. Does Sarah:

- A. Get mad at herself for forgetting her cap, turn around and go home.
- B. Swim without a bathing cap, even though she shouldn't get her hair wet.
- C. Go to the front desk and buy a new bathing cap. Sarah has enough money for one, and it's good to have a backup.

Example 4

Von takes a pottery class at a local art center, and he stores his supplies there. When he arrived at art center today, he noticed that his supplies at the class are not in the same location where he last stored them. What does Von do first:

- A. Ask his instructor if his supplies were moved.
- B. Call the police because he thinks his supplies were stolen.

How to Ask for Help Answer Key:

Example 1: Answer B. is the best choice. This would give her time to ask many if not all her questions. This situation may need staff assistance to set up a separate time for Jane to meet with veterinarian.

Example 2: Answer C. is the best choice. Rakim could ask the person next to him, but that may not know how to fix his specific issue. The Librarian should have the most information for the library computer.

Example 3: Answer C. is the best choice. Everyone forgets things, so getting mad at herself doesn't change the situation, and she needs to keep her hair dry. Once she buys a new cap at the pool, she now has a back up in case she forgets one in the future.

Example 4: Answer A. is the best choice. It may very well be that the instructor had to move Von's supplies to a different location to make room. Von should check with the instructor before assuming that his supplies were stolen.

3-2-1 Review: How to Ask for Help

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Communication

Communication, Lesson 4: Being Friendly and Making Friends

Lesson Objective: In this activity, learners will explore ways to be friendly to people, and ways to make friends.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/whiteboard to record learner responses Print outs (see Instructor Preparation)
Lesson Preparation	<ul style="list-style-type: none"> Print pages 49 & 51 in document for hand out Review available answer keys
Lesson Details	<p>Lesson Activity:</p> <ol style="list-style-type: none"> Record learner answers on easel/whiteboard. Begin the lesson by explaining that not everyone is naturally friendly or outgoing, but we can all learn to be friendly with others. *Remind learners about safety concerns and social boundaries. In this lesson, learners will go through examples of ways to approach people and talk to them. <p>Lesson Exercise:</p> <ol style="list-style-type: none"> Pass out the Being Friendly Exercise and start a conversation. Role play with 1-2 examples using people in the group. Provide each student with the Helpful Tips for Talking with People You Don't Know Well Exercise. <ul style="list-style-type: none"> After reading through the helpful hints, describe the difference between being friendly and being close friends. Have students think of maintain a friendship. Discuss and give examples of how each tip works when meeting someone new. (Optional: Have students role play one or more of the tips) Next, focus on the Topics to Avoid Exercise. Read through each topic and discuss why these topics are not great conversation topics for someone who you recently met.
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Being Friendly Exercise

Learner Instructions: Read the examples below and choose the best answer on how to be friendly. Get ready to talk about your answers.

Teacher Instructions: Have a group discussion on why the examples below ARE or ARE NOT the best ways to be friendly. Roleplay one of the examples below, using people in the group. The answer key is on the next page. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Example 1:

You're in a long line at a store, and behind you is an elderly man with two items. Do you:

- A. Ignore the elderly man. You have been waiting in line for a long time.
- B. Ask the elderly man if he wants to go ahead of you. He only has two items.

Example 2:

You are at a birthday party, and you see someone across the room who looks bored. Do you:

- A. Go over to the person, introduce yourself and ask them how they know the person who's having the birthday?
- B. Let the person sit there. You are in a good mood, and you don't want to spoil it.

Example 3:

You see two friends who are walking and talking together as they pass you by at the gym. You've seen them before but don't know them. Do you:

- A. Look the other way.
- B. Smile and say hello.

Being Friendly Exercise — Answer Key

- **Example 1:** Answer B. may be the best choice. The elderly man only has two items, and it is a potentially friendly thing to do to let him go ahead.
- **Example 2:** Answer A. may be the best choice. Introducing yourself is one way to be friendly. They may not want to talk, but you can try.
- **Example 3:** Answer A. may be the best choice. Saying hello is a way to be friendly.

Helpful Hints for Talking with People We Don't Know Exercise

Great Examples:



Conversation Topics to Avoid Exercise

Learner Instructions: Discuss as a group how you might use some of these tips to start a conversation with someone in a shared activity that you feel safe with.

Teacher Instructions: Have a group discussion with the passages/prompts below. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Begin by asking the group if they know what is meant by “oversharing”. Here is a definition: “*Oversharing is when you provide a lot of personal information to someone beyond what they need or often want to know*”.

Ask the group if they can give examples of oversharing.

Some examples might be:

- Any medical conditions
- Your disability
- Details about your family that they might want you to share
- Details about your “love life”
- Your address
- What “program” you are a part of?

One way to avoid oversharing is to practice or discuss common topics with friends or family, or with a therapist, or a staff person.

3-2-1 Review: Being Friendly and Making Friends

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Communication

Communication, Lesson 5: Social Media and Me

Lesson Objective: In this activity, learners will develop an awareness of social media and how to communicate with it both safely and effectively.

Lesson Overview:

Lesson Materials	<ul style="list-style-type: none"> Easel/whiteboard to record learner responses Print outs (see Instructor Preparation)
Lesson Preparation	<ul style="list-style-type: none"> Print exercise pages 56-58 in document for class work. Review available answer keys
Lesson Details	<p>Lesson Activity: Record learner answers on easel/whiteboard.</p> <ol style="list-style-type: none"> Ask learners if: <ul style="list-style-type: none"> They have ever used Facebook They have ever used TikTok They have ever used Instagram They have ever used YouTube Ask learners how much time they spend on social media. Ask learners what they think is good and bad about social media. Ask learners if they've ever made a friend online, even though they've never met in person (sharing interests, may be easier to be outgoing online). Discuss that people should not share personal information online such as: <ul style="list-style-type: none"> Your home address Your Social Security Number Your bank information Credit or debit card information If someone asks you for information like this, stop and inform someone who you know and trust about this situation. Do not share the information! What are some YouTube videos that you've enjoyed? Have you ever learned something from a YouTube video? Do you know anyone who has been bullied online? (being made fun of, called bad names). What happened and what was that like for that person?

Communication

Communication, Lesson 5: Social Media and Me

Lesson Overview

Continued:

	<p>Do you believe that everyone that you meet online is who they say they are? How can people pretend to be someone else online?</p> <p>Lesson Exercise:</p> <ol style="list-style-type: none"> 1. Social Media - The Good, The Bad & The Ugly Exercise: Think about Facebook. What can you do on it? What's good and not so good about Facebook? Have a group discussion on the questions in the worksheet. 2. Let's Be Social Exercise: Using your computer and projector, decide which organization you want to explore. Find their web page and link off that to the organization's social media. Answer the questions in the worksheet together . 3. Social Media Yay or Nay Exercise: Have a group discussion on why the examples below ARE or ARE NOT the best ways to use social media. Roleplay one of the examples below, using people in the group. The answer key is on the next page.
Lesson Reflection	As a whole group, or as individuals, complete the "3-2-1 Review!"
Lesson Reinforcement	Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities. Brainstorm with staff and management, 3 places in the community where staff can prompt, instruct and reinforce the use and practice of the skills learned in this lesson. Share the lesson with other staff who accompany the person in community activities.

Social Media - The Good, The Bad & The Ugly Exercise

Learner Instructions: Think about Facebook. What can you do on it? What's good and not so good about Facebook?

Teacher Instructions: Have a group discussion on the questions below.

What do we know about Facebook?

**What kinds of things do people
share on Facebook?**

**What are some good things about
Facebook?**

**What are some bad things about
Facebook?**

Let's Be Social Exercise

Learner Instructions: Choose one business or organization to explore on social media. Answer the questions below as a group.

Teacher Instructions: Using your computer and projector or screen, decide which organization you want to explore. Find their web page and link to the organization's social media. Have a group discussion on the questions below.

Business/Organization: _____

Social Media: _____

What Topics are being discussed on this site?

What do the pictures or text teach you about the business/organization?

Are there any events being promoted? If so, what?

What pictures or words caught your attention?

Social Media Yay or Nay Exercise

Learner Instructions: Read the examples below decide if you **agree** or **disagree** with what the person did or said. Why? Get ready to talk about your answers.

Teacher Instructions: Have a group discussion on why the examples below **ARE** or **ARE NOT** the best ways to use social media. Roleplay one of the examples below, using people in the group. The answer key is on the next page. Adapt this exercise to the learners by simplifying the language or shortening the number of examples.

Example 1: Rebecca says, “I want to take a picture of my friend’s bellybutton and put it on Facebook. She doesn’t want me to do it, but it will be so funny!!”

Example 2: Joe says, “There are some really, funny cat videos on Instagram. Can I share them with you? You will laugh like crazy!”

Example 3: Maanya says, “Someone I became friends with on TikTok just asked me for help. They want to meet in person to talk about it, so I gave them my address and phone number. They want to meet next week, and I am excited to meet them!”

Example 4: Erika says, “I want to redecorate my bedroom, and I saw some great videos on YouTube about it. Can I send them to you to see what you think?”

Social Media Yay or Nay Exercise — **Answer Key for Staff**

Example 1: This is not the best way to use social media. The picture doesn't have her friend's permission.

Example 2: This is a good way to use social media – fun entertainment.

Example 3: This is potentially a danger with social media. The person asking for help may be attempting to exploit Maanya.

Example 4: This is a good way to use social media – researching projects and coming up with new ideas for your bedroom redesign.

3-2-1 Review: Social Media and Me

As a group, discuss:

THREE new things that you have learned today.

TWO things that you will think about in the community and at home.

ONE thing that we should review again.

3.	A.	
	B.	
	C.	
2.	A.	
	B.	
1.	A.	

Citations:

- How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 3 - Understanding Employer Expectations.
- Vocational Connections Unit 7: Long Term Success at Work.
- How to Deliver the OPWDD Designed Work Readiness Curriculum - Manual Module 5 – Learning the Job and Managing the First 30 Days.
- Vocational Connections Unit 4: Developing Community Connections.
- Mannix, Darlene; Life Skills Activities for Secondary Students with Special - Needs; P. 217-219.