

# Skills Training for Community Engagement Modules

## Module 2 — Communication

## Lesson 1: Communication Basics

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

### Lesson Overview:

<b>Lesson Materials</b>	<ul style="list-style-type: none"><li>• Paper/whiteboard to record participant responses</li><li>• <b>What is the Communication Style?</b> Activity sheet</li><li>• <b>What Does Good Listening Look Like?</b> Handout</li><li>• <b>Talk to Me</b> Activity sheet</li><li>• <b>The Good Listener Activity</b> sheet</li><li>• <b>Communication in the Community Activity</b> sheet</li><li>• <b>My Communication Goals Activity</b> sheet</li><li>• <b>Do's and Don'ts Checklist</b></li><li>• Internet connected device to share videos</li></ul>
<b>Lesson Preparation</b>	<ul style="list-style-type: none"><li>• Print a copy of <b>What is the Communication Style?</b> Activity sheet for each participant</li><li>• Print a copy of <b>What Does Good Listening Look Like?</b> Handout for each participant</li><li>• Print a copy of <b>What Does Good Responding Look Like?</b> Handout for each participant</li><li>• Print a copy of <b>Talk to Me</b> Activity sheet for each participant</li><li>• Print a copy of <b>Communication in the Community</b> Activity sheet for each participant</li><li>• Print a copy of <b>My Communication Goals</b> Activity sheet for each participant</li><li>• Print a copy of <b>Do's and Don'ts Checklist</b> for each participant</li><li>• Review of staff guides for all activities</li><li>• Staff should preview the YouTube videos prior to the lesson.</li></ul>
<b>Lesson Details</b>	<p><b>Lesson Activities:</b></p> <p>Record participant answers on Paper/whiteboard.</p> <ol style="list-style-type: none"><li>1. Communication means sharing information with another person. It's how we tell people what we think, feel, or need, and how we understand what others are saying to us.</li><li>2. Two of the important types of communication are:<ul style="list-style-type: none"><li>• Verbal communication-using written words to share ideas, thoughts, or information.</li></ul></li></ol>

- Non-Verbal communication means sharing messages without words. We use our body, face, hands, or tone of voice to show how we feel or what we want.

3. **ASK:** What is good communication? Discuss.

4. Possible answers (Good communication means):

- Being a good listener
- Paying attention
- Responding to someone

5. Review the Guess the Communication Style Activity sheet

6. **SAY:** Today's focus will be on two key parts of effective communication: Listening and Responding

7. **ASK:** "What do you think listening means? What do you think responding means?" Let participants share their ideas.

8. Talk about listening using the bullet points listed below:

- Looking at the person talking
- Being quiet
- Nodding
- Paying attention with your eyes and ears
- Not interrupting
- Asking questions

9. **ASK:** Who listens to you? How do you know they are listening?

10. Pass out the What Does Good Listening Look Like? Handout

11. **SAY:** Next, we are going to talk about responding. Some of the ways we can respond to someone include:

- Saying something after someone talks
- Nodding, smiling, or using kind word
- Asking a question or sharing a thought

12. Good responses are kind, clear and match the situation.

Example: someone says "hi" you say "hi" back. Someone gives you a gift, you say "thank you!" Someone asks, "where is the bathroom?" You say, "I'll show you".

13. Pass out the "What Does Good Responding Look Like?" Handout

	<p>14. 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.</p> <p>15. Communication “Do’s” and “Don’ts” : SAY: Now we will watch different YouTube videos that will show examples of conversation “do’s” and “don’ts”.</p> <p>16. Before each video, staff should say: Watch this video and see what they did well and what was not good</p> <p>17. After each video, ask the group what they saw and review the Do’s and Don’ts Checklist.</p> <p>Trading Information: <a href="https://youtu.be/JSYIP6aZD7o">https://youtu.be/JSYIP6aZD7o</a></p> <p>Getting Too Personal at First: <a href="https://youtu.be/JOx7CDAleB8">https://youtu.be/JOx7CDAleB8</a></p> <p>Starting a Conversation (risky): <a href="https://youtu.be/jFqXYbeSXQg">https://youtu.be/jFqXYbeSXQg</a></p> <p>Starting a Conversation: (helpful) <a href="https://youtu.be/NVCR0GOTbLE">https://youtu.be/NVCR0GOTbLE</a></p> <p>Personal Space (too close): <a href="https://youtu.be/8jkX231FmOg">https://youtu.be/8jkX231FmOg</a></p> <p>Personal Space (too far)</p> <p><a href="https://www.youtube.com/watch?v=iiYVa7AEpiU">https://www.youtube.com/watch?v=iiYVa7AEpiU</a></p>
<b>Lesson Reflection</b>	As a whole group, or individually, complete the “3-2-1 Review!”
<b>Lesson Reinforcement</b>	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities.</p> <p>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>

# Communication — Lesson 1

## What is the Communication Style Activity Sheet

Instructions: Look at the picture and answer the question next to it.



Do you think these people are using verbal or nonverbal communication? Do you know what this type of communication is called?



How do you think this person is feeling? How can you tell?

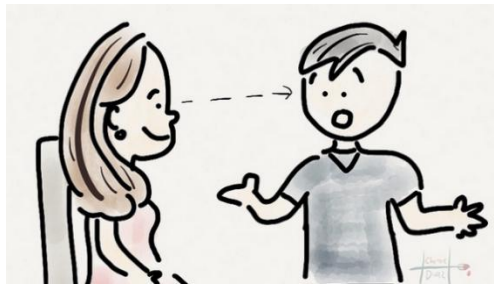


What type of communication is being shown here?

# Communication — Lesson 1

## What Does Good Listening Look Like? Handout

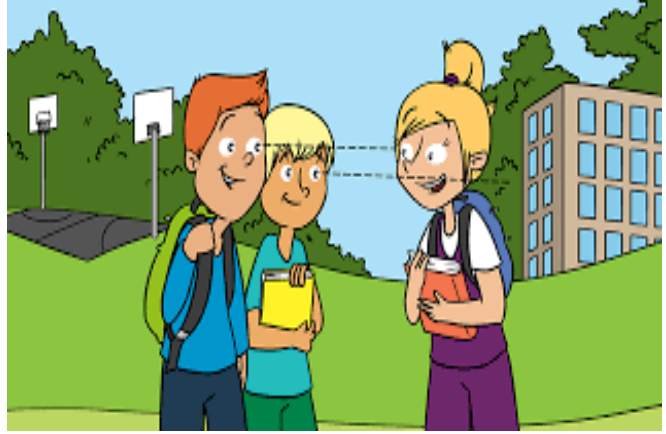
1. Looking at the person talking: The idea is not that you are making eye contact throughout the entire conversation. One good rule to think of is the “50/70” rule, (look at the person 50% of the time when you are speaking, 70% when listening).



2. Being quiet is an important part of active listening. When you are quiet it allows you to listen better to what the other person is saying. You are also able to observe the speaker's non-verbal hints/signals.



1. Paying attention with your eyes and ears: This involves using both senses to understand a message completely by listening to words, observing body language and making eye contact to show that you are engaged.



2. Not interrupting means waiting for someone to finish speaking before you talk. If you have to interrupt, it is important to do so politely.



# Communication — Lesson 1

## What Does Good Responding Look Like? Handout

1. Saying something after someone talks: You can say “I agree” or “that’s true” or show that you are listening by repeating or reflecting on what they said.



2. Nodding, smiling, or using kind words are ways to show that you’re listening and are examples of responses that are positive without necessarily agreeing with what the speaker said.



3. Asking a question or sharing a thought: Asking a question is a great way to get more information, and sharing a thought is a way to communicate your own ideas about what was said. Both types of responses show that you listened to what was said.



# Communication — Lesson 1

## Talk to Me Activity Sheet

**Participant Instructions:** Read the part you are assigned.

**Staff Instructions:** Assign participants to be **Person 1** or **Person 2** in each scenario. Involve the rest of the group in figuring out the best response. The staff reads the **Action** sections. If participants are not strong readers, choose either staff or participants 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 3<sup>rd</sup> book, and I have that at home, but I didn’t bring that, I brought the 1<sup>st</sup> one for Jim, and I found it over there”.

**Action** Say: “Lets pause there” Ask the group: “Was this Was this a good response?” Did person 2 give a good answer?”

### 2. “Bazinga!” Role Play (Note: “Bazinga” is something Sheldon, the main character on The Big Bang Theory, says often that people and usually causes laughter)

**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: “Lets pause there” Ask the group: “Was this a good response? Did person 2 give a good answer?”

### 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: “Lets pause there” Ask the group: “Was this a good response?” “Did person 2 give a good answer?”

4. **“Who’s Steve?” Role Play** (Note: Steve is the main character in Minecraft. Most people know who Steve is, even if they don’t play often. So, when someone in the movie asks, “Who’s Steve?”, it’s funny. Jack Black plays “Steve.”)

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

**Person 2:** “I noticed you were coming out of the movie theater. What was the movie Minecraft about?”

**Person 1:** Minecraft.

**Action Say:** Say: “Lets pause there “Ask the group: “Was this good communication?” “Did person 1 give a good answer?”

5. **“Short n’ Sweet” Role Play** (Note: Beyoncé, “short n sweet” refers to her upcoming 2025 concert film titled Renaissance: A Film by Beyoncé. The phrase itself is a playful and catchy way to describe her; also known as fierce and fabulous.)

**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: “Lets pause there “Ask the group: “Was this good communication?” Did person 2 give a good answer?”

6. **“All Rings Collected” Role Play** (Note: In Sonic Superstars, collecting all rings in a stage or bonus level has meaningful rewards and achievements tied to it.)

**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)

**Person 1:** Have you ever heard of Sonic Superstars?

**Action Say:** “Lets pause there “Ask the group: “Was this good communication?” Did person 2 give a clear answer?”

# Communication — Lesson 1

## Talk to Me Activity — Staff Guide

1. **“The Lost Book”**: This is an example of a response that may not have been helpful. “Yes” would have 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 breaktime.
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 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 example of an “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.

# Communication — Lesson 1

## Communication in the Community — Activity

**Participant Instructions:** Read the situation below. Talk with your group and instructor about what you might do. You can share examples from your own life. You might also act them out together!

**Staff Instructions:** Using the situations below, create role plays. Act it out with staff and/or learners. Create role plays prior to the lesson. Discuss each scenario before, then do role play. After each role play ask the group: Was the person being pleasant, prepared, confident and calm? How did they do? How would you feel if someone talked to you like that?

### 1. Being Pleasant When Someone Is Unfriendly

**Setting:** At the grocery store

✓ **Person 1 (Unfriendly):**

**Looks upset and says with a frown:**

“Why are you standing so close to me?”

✓ **Person 2 (Pleasant):**

**Smiles gently and says:**

“Oh, sorry! I didn’t mean to bother you. I’ll give you some space.”

### 2. You are outside near the park. A person walks up and looks confused.

✓ **Person 1 (Community Member):**

“Excuse me, can you help me? I’m trying to find the library.”

✓ **Person 2:**

“Yes, I can help! The library is down this street, next to the big red building.”

### 3. You are volunteering at an event in the community.

✓ **Person 1 (Staff):**

“Can you help set up the chairs for the event today?”

✓ **Person 2:**

“Sure, I can try! Can you show me how to do it?”

**4. You are waiting for the van to go home. Your housemate is upset because the van is late.**

✓ **Housemate:**

**“This van is always late! I want to go home and relax!**

✓ **Person 2:**

**“I understand. It’s really frustrating. Let’s take a deep breath together. Hopefully it will get here soon.**

# Communication — Lesson 1

## My Communication Goals Activity Sheet

**Participant Instructions:** Choose a communication skill that you would like to work on. List some ways to improve this skill.

**Staff Instructions:** Ask people to think about communication skills they would like to improve. Ask the group to think of ways they could work on this skill using what they learned in the previous lessons. If the participants are not able to generate specific skills, use this list as examples:

Interrupting politely	Stopping and allowing other people to speak
Asking questions	Staying clam
Starting a conversation before I say it	Thinking about what I want to say
Voice volume	Asking socially acceptable/general questions
Keeping private information about myself and others private	Understand that I can think something but say something different if that is socially acceptable

Continued on next page

# Communication — Lesson 1

<b>Communication skills I'd like to work on:</b>	<b>Ways I will work to improve these skills:</b>

## Communication — Lesson 1

### Dos and Don'ts Checklist

<b>Dos</b>	<b>Don'ts</b>
<ul style="list-style-type: none"><li>○ Listening to the talker</li></ul>	<ul style="list-style-type: none"><li>○ Interrupting</li></ul>
<ul style="list-style-type: none"><li>○ Starting a conversation</li></ul>	<ul style="list-style-type: none"><li>○ Talking over others</li></ul>
<ul style="list-style-type: none"><li>○ Asking questions that are relevant to the topic, not offensive</li></ul>	<ul style="list-style-type: none"><li>○ Asking personal questions</li></ul>
<ul style="list-style-type: none"><li>○ Staying calm</li></ul>	<ul style="list-style-type: none"><li>○ Getting upset</li></ul>
<ul style="list-style-type: none"><li>○ Giving personal space</li></ul>	<ul style="list-style-type: none"><li>○ Giving personal information</li></ul>
	<ul style="list-style-type: none"><li>○ Being too close- no personal space</li></ul>

# Communication — Lesson 1

**3-2-1 Review: Communication Basics** 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.	

## **Lesson 2: Sharpen your listening skills:**

**Lesson Objective:** In this activity, participants will show they are listening by summarizing what the other person said.






### **Lesson Overview:**

<b>Lesson Materials</b>	<ul style="list-style-type: none"><li>• Paper/whiteboard to record participant responses</li><li>• <b>Summarize it</b> Activity sheet</li><li>• <b>Pair of Phrases</b> Activity sheet</li><li>• <b>Staff guides for both activities</b></li></ul>
<b>Lesson Preparation</b>	<ul style="list-style-type: none"><li>• Print Summarize it Activity sheet for each participant.</li><li>• Print <b>Pair of Phrases</b> Activity sheet for each participant</li><li>• Review both staff guides</li></ul>
<b>Lesson Details</b>	<p><b>Lesson Introduction:</b></p> <p>Record participant answers on paper/whiteboard.</p> <ol style="list-style-type: none"><li>1. <b>ASK:</b> “What does it mean to pay attention when someone is talking?” Encourage multiple answers and write the responses on board.</li><li>2. Examples might include: “Looking at the person talking”, “Being quiet”, and “Don’t walk around”</li><li>3. Ask follow-up questions and allow for discussion:<ul style="list-style-type: none"><li>• Why is it important to pay attention?</li><li>• How does it feel when someone doesn’t pay attention to you?</li></ul></li></ol> <p><b>Lesson Activities</b></p> <ol style="list-style-type: none"><li>1. <b>SAY:</b> Paying attention means using your eyes, ears, and brain to focus on the person talking. Explain:<ul style="list-style-type: none"><li>• Eyes-look at the speaker</li><li>• Ears-hear the speaker’s words</li><li>• Brain-think about what is being said</li><li>• Body-stay still and calm</li><li>• Mouth-quiet unless it’s your turn to speak</li></ul></li><li>2. Pass out <b>What Does it Mean to Pay Attention</b> Handout.3.</li></ol>

	<p><b>3. ASK:</b> What is a summary and why does it matter? Encourage multiple answers and write the responses on board.</p> <p>4. Some points to bring to discussion:</p> <ul style="list-style-type: none"> <li>• A summary is when you tell the main parts of what someone said, but in your own words.</li> <li>• This helps show that you were listening to them</li> <li>• It’s also a good way to check that you understand them correctly</li> </ul> <p>5. Pass out the <b>Summarize It Exercise</b></p> <p>6. Pass out the <b>Pair of Phrases Worksheet</b>. Have participants 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!</p>
<p><b>Lesson Reflection</b></p>	<p>As a whole group, or as individuals, complete the “3-2-1 Review!”</p>
<p><b>Lesson Reinforcement</b></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>

## Communication — Lesson 2

### What Does it Mean to Pay Attention? Handout

	Eyes are looking at the speaker
	Ears are listening and can hear the speaker's words
	Brain is thinking about what is being said
	Body is staying still and calm, not moving around while the speaker is talking
	Mouth is quiet unless it is the listener's turn to speak

## Communication — Lesson 2

### Summarize It — Activity

**Participant Instructions:** Listen carefully to the short story below. Then choose the best answer that matches the story.

**Staff Instructions:** Read each scenario. Ask an open-ended question- “What did you hear?” Encourage the person to continue talking with prompts that don’t offer clues, e.g. “and what else?” or “tell me more”. Get answers from as many participants as you can. Talk about the answers listed on the staff guide after activity. Adapt this exercise to the participants 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.

## Communication — Lesson 2

### Summarize It Activity — Staff Guide

**Example 1:** C is the best answer.

**Example 2:** B is the best answer.

**Example 3:** A is the best answer.

## Communication — Lesson 2

### Tell Me What I Said — Activity

**Participant Instructions:** Listen to the stories below. Then tell me what you heard me say.

**Staff Instructions:** Read the scenarios. Ask participants to tell you what you said. You are assessing for details of what was said. Then ask: Which of the sentences A or B have the correct information. Adapt this exercise to the participants 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.

## Communication — Lesson 2

### Pair of Phrases Activity— Staff Guide

**Example 1:** A is the best answer

**Example 2:** A is the best answer

**Example 3:** A is the best answer

## Communication — Lesson 2

### 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, Lesson 3: How to Ask for Help**

**Lesson Objective:** In this activity, participants will identify how and when to ask for help.

### **Lesson Overview:**

<b>Lesson Materials</b>	<ul style="list-style-type: none"><li>• Paper/whiteboard to record participant responses.</li><li>• <b>The WHO-DO-WHO</b> Activity sheet.</li><li>• <b>How to Ask For Help</b> Activity sheet.</li></ul>
<b>Lesson Preparation</b>	<ul style="list-style-type: none"><li>• Print <b>The WHO-DO-WHO Activity</b> sheet for each participant.</li><li>• Print the <b>How to Ask For Help Activity</b> for each participant.</li><li>• Review staff guides.</li></ul>
<b>Lesson Details</b>	<p><b>Lesson Introduction:</b></p> <p>Record participant answers on paper/whiteboard.</p> <ol style="list-style-type: none"><li>1. SAY: We all need help sometimes. That’s OK! Today we’re going to talk about times when we needed help, and how we asked for it.</li><li>2. SAY: Think about a time when you needed help. It could be at home, at work, or anywhere. Have participants think about it and then ask for answers from the group.</li><li>3. What type of help did they need?</li><li>4. Who helped them?</li><li>5. How did they ask for help?</li><li>6. What happens when you don’t ask for help?</li><li>7. SAY: Why is asking for help a good thing? What can happen if you don’t ask for help?</li><li>8. Allow for discussion.</li><li>9. Say: Sometimes it is scary to ask for help, but it is important.</li></ol> <p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"><li>1. Before handing out the Do-Who-Do activity sheet, talk with the group about what is meant by “speak up”. One possible definition is “to say what you think or feel, especially when something is wrong or unfair</li><li>2. Speaking up can also mean: Asking for help, telling someone “no”, saying how you feel, or sharing your ideas.</li></ol>

	<ol style="list-style-type: none"> <li>3. Hand out the activity sheet and read each situation aloud to the group.</li> <li>4. If possible, break the class into smaller groups to work on this activity. Ask each smaller group to choose a person to write down the answers and another person to report back to the larger group.</li> <li>5. After all the situations have been discussed, ask each group to choose one scenario and do a role play (2 people in each role play, staff facilitates).</li> <li>6. Pass out the <b>How to Ask for Help Activity</b> sheet.</li> <li>7. Read out examples and have a group discussion. Questions to ask after each example: <ul style="list-style-type: none"> <li>• Is this a good way to ask for help?</li> <li>• Why or why not?</li> </ul> </li> <li>8. Use the How to Ask for Help Staff Guide to help guide the discussion.</li> </ol>
<b>Lesson Reflection</b>	As a whole group, or as individuals, complete the “3-2-1 Review!”
<b>Lesson Reinforcement</b>	<p>Staff will develop a plan to reinforce and increase the skills learned from this lesson while participating in community activities.</p> <p>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>

## Communication — Lesson 3

### *The DO-WHO-DO — Activity*

What's the Situation?	Do I Say Something?	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.			

# Communication — Lesson 3

## How to Ask for Help — Activity

**Participant Instructions:** Read the examples below and circle the best answer. Get ready to talk about your answers.

**Teacher Instructions:** After each learner has worked individually on each scenario, come back to the larger group and discuss. Read each scenario and ask which is the best answer. Discuss why it is the best answer. The answer key is on the next page. Adapt this exercise to the participants by simplifying the language or shortening the number of examples.

### Example 1:

Jane wants to learn about being a veterinarian. The guest speaker at today at her program is an animal doctor and came to talk to Jane's group. When the talk is over, the animal doctor needs to go back to work, but Jane has a **lot** of questions and wants help. What should Jane do?

- A. Stop the animal doctor while they are leaving to ask all her questions.
- B. Ask the veterinarian if they can meet another time to ask her questions.
- C. Tell the group 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. When she arrives, she realizes that she forgot her bathing cap, and she cannot get her hair wet. What should Sarah do?

- 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. He keeps his tools and supplies in the classroom. Today, when Von gets to class, he sees that his supplies are not where he left them. What should Von do first?

- A. Ask his instructor if his supplies were moved.
- B. Call the police because he thinks someone stole them.
- C. Quit the class because he thinks that he doesn't have supplies anymore.

## Communication — Lesson 3

### How to Ask for Help — Staff Guide:

**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 backup 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.

## Communication — Lesson 3

### 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, Lesson 4: Being Friendly and Making Friends**

**Lesson Objective:** In this lesson, participants will explore ways to be friendly to people, and ways to make friends.

### **Lesson Overview:**

<p><b>Lesson Materials</b></p>	<ul style="list-style-type: none"> <li>• Paper/whiteboard to record participant responses</li> <li>• <b>Being Friendly Activity</b> sheet</li> <li>• <b>Great Examples of Subjects to Talk About with People We Don't Know Exercise</b> Activity Sheet</li> <li>• <b>Conversation Topics to Avoid Activity</b> sheet</li> </ul>
<p><b>Lesson Preparation</b></p>	<ul style="list-style-type: none"> <li>• Print the <b>Being Friendly Activity</b> sheet for each participant.</li> <li>• Print the <b>Great Examples of Subjects to Talk About with People We Don't Know</b> Activity sheet for each participant.</li> <li>• Print the <b>Conversation Topics to Avoid Activity</b> sheet for each participant</li> <li>• Review Staff Guide</li> </ul>
<p><b>Lesson Details</b></p>	<p><b>Lesson Introduction:</b></p> <ol style="list-style-type: none"> <li>1. Record participant answers on paper/whiteboard.</li> <li>2. Start the lesson by saying “Some people are very friendly and like to talk a lot. Other people are quiet and shy. That’s OK! We can all learn how to be friendly to others.</li> <li>3. In this lesson, we will learn what to say and how to act when you want to talk with someone.</li> </ol> <p><b>Lesson Activity:</b></p> <ol style="list-style-type: none"> <li>1. Pass out the <b>Being Friendly Activity</b> and start a conversation. Role play with 1-2 examples using people in the group.</li> <li>2. Ask the group “What is the difference between “being friendly” and being “close friends?” Allow for discussion. Below are some examples of each:</li> </ol> <p><b>Being Friendly:</b></p> <ul style="list-style-type: none"> <li>• You smile and say hello.</li> <li>• You use kind words.</li> <li>• You may talk for a short time.</li> <li>• You show respect and good manners.</li> <li>• You don't need to know the person very well.</li> </ul>

**For example:** You say “hi” to someone in your neighborhood and ask how their day is going.

**Being close friends:**

- You know the person well.
- You spend time together often.
- You trust each other.
- You share feelings and stories.
- You help each other when needed.

**Example:** You go out to a restaurant with your friend; you talk about your favorite things and help each other when you’re sad.

4. Staff should reinforce with participants that being friendly with someone does not make them your friend. It is also a choice you can make, and you can choose not to be friendly at different times.
5. If a person chooses not to be friendly (e.g. not let the elderly man go in front of them) is it not being nice or friendly, but it is not bad or illegal.
6. Being polite and respectful is different from being friendly.
7. Provide each participant with the **Great Examples of Subjects to Talk About with People We Don’t Know Exercise**. Review the staff and participant instructions.
8. Discuss how these are good topics since they are not personal and you don’t need to know the person well in order to talk about these things.
9. Next, ask the group if they know what is meant by “oversharing”. Here is a definition: Oversharing means telling someone too much personal information, more than they need or want to know.
10. However, it is important to understand that oversharing is based on who you are sharing the information with.
11. Talking about your diagnosis is ok with a doctor or possibly with a trusted friend, or even on a date if both parties know and connect over the fact that they are both on the Autism spectrum.
12. These are topics that generally are not discussed with strangers on the bus, some acquaintances, or someone whom you don’t like.
13. Next, hand out the **Topics to Avoid Activity sheet**. Review the staff and participant instructions.

<b>Lesson Reflection</b>	As a whole group, or individually, complete the “3-2-1 Review!”
<b>Lesson Reinforcement</b>	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.

# Communication — Lesson 4

## Being Friendly — Exercise

**Participant Instructions:** Look at the examples below. Pick the best answer that shows how to be friendly. Be ready to talk about your answers with the group.

**Staff Instructions:** Ask the group to talk about each example. Is this a friendly way to act? Why or why not? Choose one example and have people in the group pretend to do it (role play) Use the staff guide to help guide the discussion.

### 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.

## Communication — Lesson 4

### Being Friendly Exercise — Staff Guide

- **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.

## Communication — Lesson 4

### Great Examples of Subjects to Talk About with People We Don't Know — Activity Sheet

**Participant Instructions:** Write out or call out items under each category that you like. You can take a picture of the list when you are done as a reminder of the things you can talk about at work, when meeting someone for the first time, or with friends.

**Staff Instructions:** After participants are done with their list invite volunteers to role play asking someone they just met.

## Communication — Lesson 4

<b>Hobbies or special interests</b>	<b>Events in your community</b>	<b>Music</b>	<b>Sports or sporting events</b>	<b>The weather</b>	<b>Books, movies, or TV shows</b>

## Communication — Lesson 4

### Conversation Topics to Avoid — Exercise

**Participant Instructions:** In your small groups, you will identify topics that are not socially acceptable to be discussed in many places.

**Staff Instructions:** Create small groups and have them discuss each situation. Ask them to choose a person to write down the answers and another person to report back to the larger group.

Ask the group if they can give examples of oversharing. Some examples might be:

- Medical conditions. Is it ok to tell someone you have a major disease, like diabetes?
- Your disability
- Family details: Is it ok to share that you have a brother? Is it ok to share that you have a brother who lives in Colorado and has two dogs, a cat, and is allergic to peanut butter?
- Details about your “love life”
- Your address: Is it ok to share if you live in New York? Is it ok to share that you live on 555 Story Drive in apartment 11?
- 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.

# Communication — Lesson 4

## 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 — Lesson 4

### 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.