

Social Skill Activities

1. Image Pictionary

- a. Learning Purpose/Objective: By the end of the lesson, students will be able to identify common nonverbal behaviors, gestures, and body languages by working in pairs or by themselves to identify the unspoken meaning behind shown images.
- b. Materials: Printed images of celebrities displaying nonverbal communication through body language/gestures and their associated meaning, prizes, tape, word banks, each student needs a pencil or pen and paper
- c. Overview: Students will be paired up or work individually depending on the students and their abilities. The teachers will tape the images of celebrities around the room that correspond to a certain number (1-11). The students will number a sheet of paper 1-11. The individual or pair will move around the room to the different images and identify the nonverbal communication that the celebrity is conveying. They will write their answer next to the matching number on their sheet of paper. They will have the choice to use an answer from the word bank next to each image or come up with an answer on their own (depending on ability). After all students have all the images and written down their answers, we will all come together and discuss what each celebrity was trying to convey through nonverbal communication. The teacher will draw attention to certain features on the celebrity that are indicators of what the person is trying to say. For example, the teacher will point out certain attributes in the image that hint at what the person is communicating nonverbally (slumped shoulders, frowning, head down, etc.). Students will be notified that there may be more than one correct answer to the image, and they shouldn't be afraid to share their idea. At the end, prizes will be awarded to all.
- d. Adaptations: Instead of pairs, students may be put in groups to make it easier to answer or if there are nonverbal students in the group. Students can use the word bank to come up with the answer for the picture if they need more assistance, more advanced students can come up with answers on their own. Students do not need to give an answer for each image if the image is too difficult. If students are nonverbal and cannot write, the teacher could cut slips of paper for each picture with only two choices, the teacher would read the two choices to the student, and then the student could use eye gaze or pointing to

identify which is the correct message. Each picture is color coded based on difficulty of the nonverbal behavior/expression/gesture. This would be told to the students ahead of time, so students could work on the color that they think works best for them. The confident students could go to the more challenging images, and the less confident students could start with the simpler images. If a student is not able to move around the room, a set of images and word banks could be printed off, so the student could do the activity at his or her desk. Word banks could also be enlarged as well as the pictures.

2. Nonverbal Behaviors & Gestures Charades

- a. Learning Purpose/Objective: By the end of the lesson, students will be able to convey a variety of nonverbal behaviors, gestures, and body languages by acting out given emotions/meanings and having their peers guess what their nonverbal communication means.
- b. Materials: Bowls to hold action slips, action slips of nonverbal behaviors/gestures (multiple sets for multiple groups), prizes
- c. Overview: Students are put in groups of 3 or 4. Each group will have a bowl with slips of paper in it that have nonverbal behaviors, gestures, and body language on them. One student will draw a slip of paper and act out the gesture/nonverbal communication. The rest of the group will guess what the nonverbal message is. Then, a different student will draw a slip and repeat. The teachers will walk around assisting with gestures, explaining why things are the way they are. In addition, the teachers can help act out the gestures for students who do not know how to or aren't able to.
 - i. Students should discuss: What the nonverbal action is, and why they think that
- d. Adaptations: Students who are immobile may describe the gesture or nonverbal behavior based on the slip they drew (slumped shoulders, squinty eyes, for example) and have team members guess. Students who struggle to communicate can use communication devices or white boards to communicate thoughts. Print on slips of paper can be enlarged for those who have difficulty seeing. Slips could be made out of thicker/larger paper for those who have limited fine motor skills. In addition, someone can draw the slip for them while not looking at the action on the slip.