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**ADVANCED  
TEACHER TRAINING**



## SUMMARY

Social skills are very complex. They have to be developed just like other skills are developed in children. They cannot be absorbed; they must be carefully taught. Children often need to be given direct, explicit instructions about how to behave in specific social situations. Children of different ages have different social capabilities.

**Empathy** Compassion, sense of humour, say nice things, be nice to EVERYBODY! Inclusion and cooperation.  
 ACTIVITIES: Circle group where everybody volunteers to say something nice about other children. Storytelling.

**Basic Skills** Smiling, eye contact, listening, taking turns, using names, and using “quiet voice”.  
 ACTIVITIES: Emotion identification with flashcards. Basic classroom rules review. Constant gentle reminders like we use for teaching politeness.

**Joining Skills** How to join a group as an activity participant or to become a friend.  
 ACTIVITIES: Role play. Brainstorm ideas on the board so that the students can give each other tips for joining different types of groups. Teacher assigned groups or pairs for activities.

**Peace Skills** Share, take turns, follow rules, cooperate.  
 ACTIVITIES: Reward and praise peacemakers with certificates or star stickers on a chart/wall display.

**Friendship Skills** Appropriate affection, allow others to help make decisions, be inclusive, ask to be friends, say YES to new friends.  
 ACTIVITIES: Cross-aged buddies with older children (assigned by teacher). Role play and storytelling.

**Conflict Skills** How to manage disagreements. Teach skills immediately when they are upset. Children must identify their own behavior as a problem.  
 ACTIVITIES: Talk time: “I feel frustrated when...” Reverse role play. Set classroom/school rules with precise consequences for unacceptable behavior (allow student input in establishing some of the rules).

**Assertiveness** How to say NO to wrong behavior and how to stand up for yourself.  
 ACTIVITIES: Create a comic strip, puppet play, book, or write a story that expresses the idea of assertiveness. Use examples on the board, “I feel \_\_\_\_\_ (say your feeling) when you \_\_\_\_\_ (describe the action) because \_\_\_\_\_ (say why the action connects to your feeling)” instead of the “You...” message.