

1. Conversation starters and ice breakers
 - a. Objective: Students will be working on their conversation skills such as how to start a conversation, listening while someone else is talking, asking someone questions, and eye contact.
 - b. Materials: cards with questions and icebreakers (I will provide)
 - c. Activity: In a small group, students will take turns reading the questions/icebreakers and start by answering them and then letting the rest of the group give their answers. I will start this by explaining that we want to focus on letting everyone take their turn answering the question and explaining, while at the same time working on listening skills. Listening skills means not interrupting, eye contact, asking question, and nodding. These are things that will be discussed at the beginning and throughout when opportunities arise. Myself or one of my classmates will start this activity by stating their name and reading a card and answering it. When a learning situation arises, I will pause and have a discussion about how the conversation is going.
 - d. Adaptions: Make the questions yes or no or that have only 2 options for students that are nonverbal or with assistive tech. Focus on only one aspect of the different parts of conversation skills (i.e. listening, eye contact, questions, etc.). Have more parts of conversation skills that you can work on beside the ones I have listed.
2. Role playing appropriate behavior in different environments
 - a. Objective: By the end of this activity, students will be able to know appropriate behaviors for different settings and environments.
 - b. Materials: none, just space or table and small group of students.
 - c. Activity: Students will watch myself and another classmate or student demonstrate through role play appropriate behavior for going on a date and for going to an interview. After role playing each scenario, I will discuss with them what was appropriate about it and why. For example, on the date you should always say please and thank you, say excuse me if you burp (which you should try not to if possible), gentlemen should pull out the lady's chair for them when they sit down, etc. Students will watch and then practice the role playing scenario themselves with another student or myself. During this time, I can walk around and help or discuss what to do with the students or how they are doing something correct or wrong.
 - d. Adaptions: Making sure the area has enough space to move around in for someone in a wheelchair. Pairing someone with myself or someone with high skills with someone else who is lower functioning. Covering more or less appropriate skills with the students based on their level, or giving more scenarios to role play out.