Using Simulation to Teach Social Skills at Work

Objective: To teach students vocational social skills.

Setting and Materials:

Settings: Self-contained high school classroom

Materials: Student self-rating forms

Content Taught

1. Ordering job duties
   a) Face the person
   b) Wait for question
   c) Tell job title
   d) List things to do
   e) Ask if complete answer
   f) Use “I” question
   g) Appropriate terminology
   h) Eye contact
   i) Speech loudness

2. Conversational skills
   a) Face the person
   b) Initiate conversation
   c) Return greeting
   d) Question
   e) Statements
   f) Complementary comments
   g) Affect
   h) Eye contact
   i) Speech loudness

3. Giving instructions
   a) Label job task
   b) Explain job purpose
   c) Show materials
   d) Give instructions
   e) Ask “if “questions
   f) Clarity and slow delivery
   g) Appropriate terminology
   h) Eye contact
   i) Speech loudness
Teaching Procedures

1. At the beginning of each instructional session, teacher facilitates a discussion of particular skill to be learned
   a) Include a rationale clarifying benefits of using skill
   b) Ask students when and where skill could be used at work site.
   c) A general definition of skill highlighting component parts
   d) Distribute student self-rating forms

2. After the discussion teacher models the social behavior
   a) The first display is intentionally flawed and students are asked to rate it on the self-rating form
   b) The second display demonstrates correct usage and students are asked to rate performance on the self-rating form
   c) Students are then asked to discuss what score they had given and why

3. The students are given the opportunity to develop a role-play for a given situation
   a) Students observing role-play are asked to evaluate demonstration using the self-rating form
   b) Feedback is given and students are asked to discuss their feelings about their performance
   c) Students rotate in role-plays so all students have opportunity to practice skill and practice completing the self-rating form
   d) Role-plays are repeated until group consensus confirms mastery

Evaluation

*Cite data on the number of skills performed for each targeted vocational skill.*

Lesson Plan Based on:

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