Social Skill Flashcard Instructions

The Social Skill Flashcards are geared for those from about 11 years of age through adulthood. They provide scenarios of common social encounters and tips of how to appropriately act and/or react when faced with the experience. Young adults are encouraged to brainstorm solutions and role play appropriate behaviors to deal with the situations. Points to consider are included on the card back to help stimulate problem solving and role playing.

Social Skill Flashcards may be used during a class period, as a time filler (the first or last 5-10 minutes of a class, or to fill waiting time), in the home to reinforce social skills (before or after meals, as a way to make travel time productive), or anywhere to help young adults learn and generalize skills they will need to fit into community and social events. Social Skill Flashcards may be used with a whole class (I do recommend breaking students into 3 – 6 person teams), with small groups or individually (with 1 student and 1 “caregiver”).

Initial Set Up:

- Print the flashcard sheets on cover stock paper and cut into 3 strips. Fold each strip in half and secure each of the 3 sides with a small piece of tape, a glue stick, etc. Arrange the cards in a “deck” (like cards!) or put them in a box where they can be easily mixed and the young adults can “draw” a card to work on.

Using the Flashcards:

- Read or have a young adult read the “scenario” side of the card. Ask open ended questions to stimulate problem solving /brainstorming ideas. Questions may include: “What do you think?”; “How would you do this?”; “What is an appropriate way to handle this?”
- If working with a larger group, divide the students into teams. A facilitator may be needed to lead the discussion and brainstorming. Once the whole group/class is back together, let each team role play or act out one possible solution to the scenario. Feedback about the role play should be constructive. Let the feedback prompt further brainstorming about appropriate ways to deal with the situations.
- If the young adults are having trouble coming up with ideas on their own, offer your suggestions and use the “Points to Consider” (from the back of the card) one at a time to help stimulate ideas on how to appropriately conduct themselves in public.
- Role play or act out the ideas you have developed. Ideas may be rated from best to worst! Role playing ideas that are less appropriate will help the young adult identify strategies which may not effectively handle a situation. Discussion about the role play experience is a great learning opportunity.
- Discuss when and where the young adults may encounter the social skill scenarios in their daily life. This will help students generalize the skills they are practicing.
- Encourage the use of the newly acquired skills in actual social situations.
Social Skills Flashcards – Conversations 1

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

In the lunch room, you see some friends talking together. You want to join the conversation. Demonstrate how you would do that.

Points to consider:
- Walk up to the group, make eye contact and smile, and don’t interrupt!
- Listen closely to identify what they are talking about.
- Maintain appropriate personal space.
- Use a nice, friendly voice.
- Try to add to the conversation by relating a common experience you have had.
- Ask questions (not more than 2) about the conversation topic.
- Take turns talking and listening with others.

You see a group of friends at the mall. You walk over to them. Describe and act out how you would join in on their conversation.

Points to consider:
- Walk up to the group, make eye contact and smile, and don’t interrupt!
- Listen closely to identify the topic.
- Maintain appropriate personal space.
- Use a nice, friendly voice.
- Try to add to the conversation by relating a common experience you have had.
- Talk about what you want to buy at the mall.
- Ask about what the others have purchased.
- Take turns talking and listening with others.

You go to the library to study. You see some kids from your class. Role play how you would join their conversation.

Points to consider:
- Walk up to the group, make eye contact and smile, and don’t interrupt!
- Listen closely to identify what they are talking about.
- Maintain appropriate personal space.
- Use a nice, friendly, quiet voice.
- Try to add to the conversation by talking about the class or current class project.
- Take turns talking and listening with others.
- Talk about the books, articles, etc. you found that relate to the current class project.
Social Skills Flashcards – Conversations 2

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

You are eating a holiday dinner with your family. Describe and act out good topics for conversation.

Points to consider:
- At the table, make eye contact and smile at family members, and don’t interrupt.
- Use a nice, friendly voice.
- Bring up pleasant family memories. “Do you remember…..family vacations, family holiday traditions, family celebrations, etc.”
- Discuss upcoming family events. “I can’t wait for …. birthday, wedding, anniversaries, etc.”
- Make sure to take turns and listen. Others want to share their excitement and memories too!

You have something important to tell your Mom or Dad when they arrive home from work. Demonstrate the best way to start the conversation with them.

Points to consider:
- Try to be patient and wait for your parent to return from work.
- When they do get home, tell them you have something important to talk to them about. Try to give them a little time so they can listen and appreciate your news.
- Make eye contact and use an inside voice.
- Remember to try to speak slowly and share all the details about the news.
- Listen for questions and answer them.

You are dropped off at the bowling alley to meet a group of friends. After arriving you see your friends you walk up and greet them. Role play ways you could join the conversation.

Points to consider:
- Walk over and greet your friends, make eye contact and smile, and don’t interrupt!
- Maintain appropriate personal space.
- A louder than inside voice may be necessary due to the noise level in the bowling alley.
- Listen to identify the topic. Take turns talking. Remember to stay on topic.
- Ask about the bowling activity – team members, number of games, etc.
- Show support and encourage your team mates and friends.
Social Skills Flashcards – Greetings 1

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

You see a friend across the hall at school. Act out an appropriate way to greet them.

Points to consider:
- Use an inside voice.
- Say Hi, (friend’s name).
- Wave and say “Hi” or “Hello”.
- Make eye contact and wave.
- Smile.
- Maintain appropriate personal space at all times.
- Continue the conversation by asking “How are you?”

You see someone you know at the movie theater. Demonstrate an acceptable way to greet them.

Points to consider:
- Use an inside voice.
- Do not talk or disturb others when the movie is playing.
- Make eye contact and wave.
- Smile.
- Before the movie starts, or after the movie is over, walk over to say “Hi” or “Hello”.
- Locate your friend in the lobby and walk over to say “Hi” or “Hello”.

When you arrive at the park, you see a friend across the way. Role play a good way to get their attention and say Hi.

Points to consider:
- You are outside, so you may use an outside voice.
- Call their name, make eye contact and wave “Hi”.
- Smile.
- Walk or run over to your friend and say “Hi – “
- Maintain appropriate personal space.
- Continue the conversation by asking “How are you?” or “What’s up?”
You meet your principal on the way into school. Demonstrate an appropriate way to greet them.

Points to consider:
- Use an inside voice.
- Say Hello Mr. (Ms., Mrs., Dr. etc.) ………
- Shake hands with the Principal.
- Make eye contact and smile.
- Maintain appropriate personal space at all times.
- Continue the conversation my asking “How are you?”
- End the conversation by saying “Have a nice day.”

You go over to your Grandparents house for dinner. Portray an acceptable way to greet them.

Points to consider:
- Use an inside voice.
- Say “Hello, Grandma and Grandpa. It’s great to see you.”
- Make eye contact and smile.
- It may be appropriate to hug or kiss close members of your family.
- Personal space between family members and people we love is different than between friends. Ask your parents to help you with this.

You are taking a walk in your neighborhood. You pass a stranger. Role play how you would handle this situation.

Points to consider:
- It usually is not safe to talk to a stranger.
- You may watch the stranger briefly, but do not smile.
- If the stranger says “Hi” in passing, you may say “Hi” back, but keep walking towards home.
- Do not have a conversation with a stranger.
- Tell a parent or adult about the interaction with the stranger.
Social Skills Flashcards – Listening 1

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

**Points to consider:**
- Make and keep eye contact with the person to whom you are listening.
- Keep your hands, feet and body as still as possible while you are listening.
- Do not talk or interrupt others while they are talking.
- Occasionally nod your head to show that you understand what is being talked about.
- If you want to join the conversation, wait for a break or pause, then add to what is being discussed.

**Demonstrate non-verbal cues that show you are listening to and interested in what a speaker has to say.**

You are at a family gathering, your Grandmother is telling a story you have heard 100 times before! Why should you listen? Demonstrate behaviors that will tell your Grandmother you are listening.

**Points to consider:**
- Make and maintain eye contact with your Grandmother.
- Try not to fidget – keep your hands, feet and body still.
- Don’t interrupt, don’t be rude - wait for a break or pause before asking a question or making a comment.
- Nod your head to show you remember and appreciated the experience or event.

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- Occasionally nod your head to show that you understand what is being talked about.
- If you want to join the conversation, wait for a break or pause, then add to what is being discussed.

Your boss is giving verbal directions about how to do something new. Role play how you would show you are listening and brainstorm ideas to help you remember when, the proper order, and how to do the new task.

**Points to consider:**
- Make and maintain eye contact.
- Don’t interrupt - wait for a break or pause before asking questions.
- If there is something you don’t understand say, “Please explain it a different way, I am unsure about how to ……..”
- Once your boss has finished, ask to grab paper and pencil and have him quickly go over the steps again while you write them down.
- Thank your boss for explaining things to you.
Social Skills Flashcards – Listening 2

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

You are in class and the teacher is giving information that will be covered on an upcoming test. Model good listening skills, and discuss note taking strategies to be sure you have all the information you will need for the test.

Points to consider:
- Sit up straight and tall, make eye contact with the teacher.
- Keep your hands, feet and body still while you are listening.
- Do not talk or interrupt the teacher.
- Jot down key words and phrases to help you remember the required information.
- Learn strategies to outline class information.
- If you have questions, wait for a break or pause, then raise your hand, or jot down questions to ask the teacher after class.

You are at a job interview. The business owner is describing the company and the responsibilities of the job you are applying for. Demonstrate your best listening skills. Then brainstorm questions or comments to show you are the right person for the job.

Points to consider:
- Sit up straight and tall, make and maintain eye contact with the business owner.
- Try not to fidget – keep as still as possible.
- Nod your head occasionally to show that you understand what would be expected of you.
- Don’t interrupt - wait for a break or pause before asking a question or making a comment.
- Talk about your strengths and experiences that will help you succeed at this job.
- Shake hands and say thank you when done.

Act out situations where you are not being a good listener. Have others identify what you are doing wrong, then show how to do it appropriately.

Try acting out:
- Wear headphones. Tap out a beat with a pencil when someone is talking to you.
- Close your eyes and pretend to fall asleep during a conversation.
- Put your head down on a table or desk, then cover your head.
- Pay attention to what’s happening over the shoulder of the person you are talking to.
- Slouch and don’t look up from your video game when a parent is talking to you.
- Just walk away when someone is talking.
Social Skills Flashcards – Personal Space 1

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

When interacting with others, personal space is very important. Knowing and respecting these boundaries is a vital social skill. Demonstrate appropriate personal space between family members, friends, boy or girlfriend, teacher, co-workers, boss, police officer, etc.

Points to consider:
- A comfortable personal space is usually an arm’s length away.
- Personal space among family members may be different – discuss this with your parents.
- Formal and informal personal space varies:
  i) Formal is very polite and respectful and refers to authority figures (i.e. adults, teachers, principals, employers, police, group leaders etc.,)
  ii) Informal is more casual and relaxed. This usually refers to close friends and family.

You are going to a movie premier. It is very crowded and you must wait in line for about 45 minutes. Exhibit the appropriate behavior and personal space needed for this situation.

Points to consider:
- When waiting in line it is important to be as patient as possible.
- If you feel you are becoming impatient, ask someone to hold your spot and get a drink of water, or just walk a little.
- The “arm’s length” rule may be difficult to maintain – try to be as flexible as possible.
- Waiting for long periods makes most people anxious. Try deep breathing, talking about something you like or drinking water.

You are going to a football game. It is very crowded. Spectators are waiting in a small area for the gate to open. Role play how this affects personal space and demonstrate appropriate behavior for this unique social situation.

Points to consider:
- It is almost impossible to maintain personal space in a crowd.
- Try to be as patient as possible.
- Try to ignore other people gently bumping into you.
- Loss of personal space makes everyone anxious. Try deep breathing, counting to ten, drinking water, or talking about it.
- Plan ahead – brain storm things that will help you cope with being in very close proximity to others including strangers.
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Upon entering the restroom, you notice someone is in there taking care of their business. Model an appropriate way to help make everyone involved feel more comfortable.

Points to consider:
- In a restroom, 2 arm’s length of space is usually appropriate.
- When possible leave at least one empty stall or urinal between you and the other people.
- Do not look at what others are doing, if necessary look only at other’s eyes or head.
- For males, you may say “Hi”, but save any conversation for another time or location.
- For females, some conversation may be okay. Still, try to save it for other locations.

You are riding home from school in a bus or car. Three people must ride in a back seat. Role play appropriate personal space behavior for a crowded bench seat.

Points to consider:
- When crawling into the vehicle, move to a position to make it possible for others to also have a seat.
- Once positioned, buckle your seatbelt.
- When a vehicle is crowded, your leg or shoulder may touch another passenger. You should try very hard to ignore this touching.
- Refrain from wiggling or pushing to prevent the touching.
- When someone gets out, you may change your seat to one that is more comfortable.

You are in a crowded, noisy room. You need to ask your teacher or boss for something. Show a correct way to ask for the needed item. Pay attention to appropriate personal space.

Points to consider:
- Remember the arm’s length away rule – but if it’s difficult to hear move slightly closer.
- Use a voice volume that can be heard. Try not to shout, but you may need more than an inside voice.
- You may need to repeat your request. Try not to act frustrated or annoyed while repeating yourself.
- Remember your manners – use “Excuse me, please” and “thank you”.

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Social Skills Flashcards – Tone of Voice 1

Try this: Say, “I need to go to the library.” Now practice saying this exact sentence in a tone of voice that portrays the following feeling.

- I want to go to the library,
- I don’t want to go to the library.
- I will go to the library because I have to.
- Wow, I get to go to the library!
- I want to stay home and play my video game.
- Ohhhh – I have too many things to get done – I don’t have time to go to the library.

Now discuss how and what you are feeling in each of these situations.

We use a different tone of voice for different places and situations. Demonstrate a proper tone of voice for the following locations or circumstances:

- Outside at the park
- In the house
- In the classroom
- At the library
- In church
- At the Doctor’s office or hospital
- At a sporting event
- At a movie

Points to consider:

- Where are you? A louder tone of voice is proper for outside rather than inside.
- Are there a lot of people near you? You will need to speak a little louder if there are a lot of people.
- Is someone else speaking (i.e. church, classroom, movie) a quiet tone of voice is needed so you don’t disturb others.
- Is there a lot of background noise (i.e. machinery, music, TV) if so, you will need to speak a little louder.

Using the incorrect tone of voice can confuse others or give them the wrong idea about your feelings or thoughts. Others often try to avoid people who seem angry or unhappy all the time.

Practice the following in a mirror or with a friend or classmate.

- Say something that makes you happy while looking happy.
- Say something that makes you sad while looking sad.
- Say something that makes you angry while looking angry.
- Talk about something really boring while looking bored.
- Talk about something you are really excited about while looking excited.
Social Skills Flashcards – Tone of Voice 2

Cut out the 3 rectangles and fold in half. Flashcards may be printed on cover stock paper to make them more durable. Roll Play the appropriate social skills posed on the flashcards.

Some people do not change the tone of their voice when speaking. They sound very flat or monotone. Try talking about what you did today without changing your tone of voice. Discuss how others might react or feel about you and your daily adventures!

Points to consider:
- Others are often easily bored when someone talks in a monotone voice.
- It is very hard to figure out what parts of the conversation are important when they are stated in the same tone.
- Others will often become uninterested in what is being talked about and find reasons to leave the conversation or the area when someone uses a monotone or dull voice.

Non-verbal communication can give additional meaning to our conversations. Use a mirror and read a paragraph from a book or newspaper. Practice using a variety of tones of voice. Next try pairing your tone of voice with facial expressions and gestures. Discuss how this changes or enhances what you are saying.

Points to consider:
- Practicing using different pitches- say something in a high voice, then a low voice – which sounds better?
- Practice using different rates- talk very fast, very slow and somewhere in between – which sounds better?
- Practicing using different levels of voice clarity. How do you sound when you mumble? How do you sound when you clearly enunciate the words?
- When talking practice smiling, appearing relaxed and using an appropriate volume.

People respond well to a friendly tone of voice. It tells others that you care and can be trusted. Think about how you sound to others. Tone of voice isn’t only what we say it’s how we say it. Record yourself talking about your day (you can use your phone or computer for this). Listen to the recording. What do you like? What would you like to change? Make a plan to help the change happen.

Points to consider:
- How you say things shows your personality – make sure it’s the one you want to portray!
- Practice showing a positive attitude – it will rub off on others!
- A friendly tone is welcoming, kind, happy and outgoing. Practice showing others you believe in these qualities.
- Most things can be viewed as “half full” or “half empty”. Practice using your voice and gestures to show you are a “half full” kind of person.

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