

NO PREP SOCIAL SKILLS: <<<<

CONVERSATION SCRIPTS!

READ

the CONVERSATION

CONVERSATION: *Gaming Talk*

Brian	James
Hey, what's up?	Dude, I'm loving my new play station game! I mean, it is the best game ever!
Cool, what's...	There's so many twists and turns and I was up all night playin it.
Wow, I'd-	I seriously can't wait to play it again after school. It will probs be another late night!

ANALYZE

the CONVERSATION

GAMING TALK: *A deep dive*

Brian and James both like to play video games. In the example with Brian and James, there are some positive things that happened.
Circle the positive things that happened in the conversation:
*Both boys took turns talking.
Brian asks James a question.
None of the above.*

Brian appears to like video games as much as James. However, Brian doesn't get a chance to tell James anything about playing video games. Why?

How many words did Brian say in this conversation? _____

How many words did James say in the conversation? _____

What could Brian do to give James more chances to contribute to this conversation?

Circle the word(s) that might describe how Brian felt?
Frustrated, content, respected, heard

FIX

the CONVERSATION

GAMING TALK: *let's fix it!*

Brian	James
Hey, what's up?	

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Middle AND HIGH SCHOOL



CONVERSATION SCRIPTS

LEARN CONVERSATIONAL SKILLS

by Analyzing Social Scripts!

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3 EASY
STEPS!

Read the Conversation,
Analyze the Conversation,
Fix the Conversation!



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Middle & High School

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EMOTIONS VOCABULARY! ONE PAGE HOMEWORK!

EMOTIONS: MOTIVATED

DESCRIBE IT: What does motivated look like? What does motivated feel like? What does motivated sound like? What does motivated taste like? What does motivated smell like?

VOCABULARY: A word that means the same as motivated is _____. A word that means the opposite of motivated is _____.

DRAW IT: Draw a person who is motivated.

IN YOUR LIFE: How do you get yourself motivated to do a task you don't want to do? What are some things you can do to stay motivated? What are some things you can do to stay motivated?

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Middle And High School

CHARACTER TRAITS! ONE PAGE HOMEWORK!

CHARACTER TRAITS: SPORTSMANSHIP

DESCRIBE IT: What does sportsmanship look like? What does sportsmanship feel like? What does sportsmanship sound like? What does sportsmanship taste like? What does sportsmanship smell like?

VOCABULARY: A word that means the same as sportsmanship is _____. A word that means the opposite of sportsmanship is _____.

DRAW IT: Draw a person who is sportsmanlike.

IN YOUR LIFE: How do you show sportsmanship? What are some things you can do to show sportsmanship? What are some things you can do to show sportsmanship?

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I'M done EARLY! ONE-PAGE SOCIAL SKILLS!

SOCIAL FILTER

READ AND SUMMARIZE IT: The "Social Filter" refers to our ability to screen which of our thoughts we should say and which ones we should keep to ourselves based on the situation we're in and the people we're speaking with. It involves thinking before speaking so we aren't saying something inappropriate or hurtful to others.

VOCABULARY: Circle the words you might use to describe a person who uses a social filter: thoughtful, emotional, sensitive, polite, rude, hurtful.

CONVERSATION STARTERS: Can you think of someone you know or a fictional character that doesn't have a social filter? Describe them.

DRAW IT: Draw all the Social Filter. Explain how a Social Filter is like a social filter.

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MULT-SKILL SOCIAL SKILLS ACTIVITIES: MS HS!

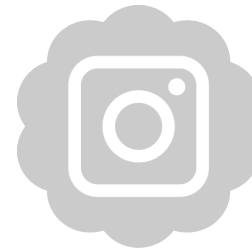
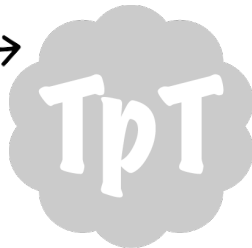
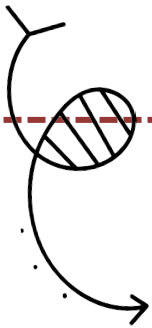
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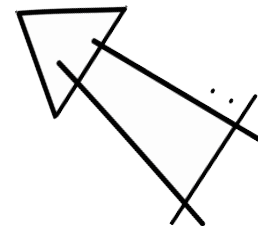


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WHAT MAKES A
Successful CONVERSATION?



GREETINGS AND GOODBYES

USING THE PERSON'S NAME

EQUAL TALKING TIME

TALKING TURNS

APPROPRIATE TONE FOR THE SITUATION

ACTIVE LISTENING

STAYING ON TOPIC

BEING RESPECTFUL OF OTHER'S FEELINGS

USE YOUR SOCIAL FILTER

ASKING QUESTIONS

COMMENTING



CONVERSATION SCRIPTS INSTRUCTIONS

MATERIALS: CONVERSATION SCRIPTS, WRITING UTENSIL OR USE ONLINE WITH DIGITAL ANNOTATION.

GOALS: TO RECOGNIZE ERRORS IN SAMPLE CONVERSATIONS AND REPAIR THEM.

DIRECTIONS:

1. Choose the conversation script that fits the needs of your student.
2. Read the script. If you have a small group of students, assign them each a "role" and have them role play the script. Remind them that the flow of the script moves from left to right!
3. There is a "deep dive" analysis activity sheet that accompanies each script. It can be filled out individually or as a group.
4. After completing the analysis, have students fix the original script on the "let's fix it" page, taking into account what they learned from the analysis. You can choose to have them use all or some of the speech bubbles provided on the "fix it" pages.
5. Role play the "fixed" version of the script.

3 Steps:

**Read the Conversation,
Analyze the Conversation,
Fix the Conversation!**

Digital Use: This product can also be used for distance learning with digital annotation. Open the product in TPT's digital overlay, EASEL which is ready to go with fillable text boxes.



**CONVERSATION
SCRIPTS
AND
ACTIVITIES**

CONVERSATION SCRIPTS:

1. Asking a Girl on a Date
2. Pet Talk
3. Test Talk
4. Small Talk
5. Gaming Talk
6. New Principal
7. Worst Day Ever
8. Late for Work
9. Working in a Group
10. Peer or Professor?
11. Say it or think it?
12. Cafeteria Food

TARGETED SKILLS:

1. Speaking confidently,
2. Reciprocity and interrupting,
3. Perspective-taking,
4. Having a positive attitude, perspective-taking,
5. Reciprocity, interrupting & perspective-taking
6. Staying on topic & being respectful,
7. Active listening to peers,
8. Appropriate tone & language for workplace,
9. Group cooperation & perspective-taking
10. Using informal (not formal) tone with peers,
11. Social filter & inferencing
12. Staying on topic.

CONVERSATION: *Asking a Person on a Date*

John

Hey Alyssa.

You wouldn't want to go out with me, would you?

Alyssa

Hey, what's up?

Umm, I gotta go.

ASKING A PERSON ON A DATE: A Deep Dive!



Asking someone on a date might take some practice. In the example with John and Alyssa, there are some positive things that happened.

Circle the positive things that happened in the conversation:

John gave Alyssa a friendly greeting.

Alyssa greeted John back.

Alyssa asked John a question to keep the conversation going.

None of the above.

Let's think about the way that John asked Alyssa out on a date by saying,
"you wouldn't want to go out with me, would you?"

Do you think this was an effective way to ask Alyssa out? Yes/No Why or why not?

How do you think Alyssa felt after John asked her?

Circle all that might apply:

Uncomfortable, nervous, uneasy, interested, happy

ASKING A PERSON ON A DATE: let's fix it!

John

Hey Alyssa.

Alyssa

Hey, what's up?

CONVERSATION: *Pet Talk!*

Jordy

Hey, I heard you have a new dog?

He can't be as cool as our new dog! We have a lab and that thing is crazy! We walk him like every few hours or he jumps all over everything in the house and drives my mom absolutely nuts!

See Ya!

Robyn

YES! He's so-

Wow! That's just like-

Um, bye.

PET TALK: A Deep Dive



People who like animals like to talk about their pets. In the example with Jordy and Robyn, there are some positive things that happened.

Circle the positive things that happened in the conversation:

Jordy asked Robyn a question to get the conversation started.

Robyn tried to answer Jordy's question.

Jordy and Robyn both appropriately ended the conversation.

None of the above.

Did any interrupting occur in this conversation? Yes/No

Who interrupted whom? _____

Was this a conversation where each person had equal time to talk? Yes/No

How many words did Jordy say? _____

How many words did Robyn say? _____

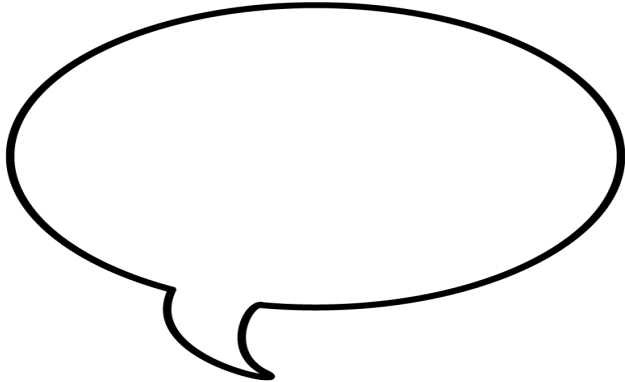
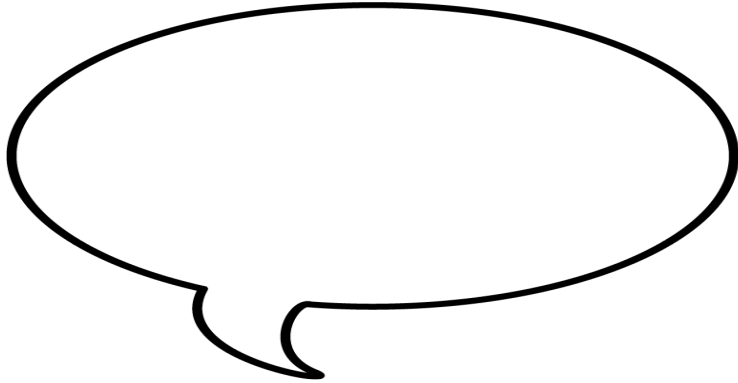
How do you think Robyn felt? Circle all that apply:

Frustrated, unheard, respected, content, satisfied

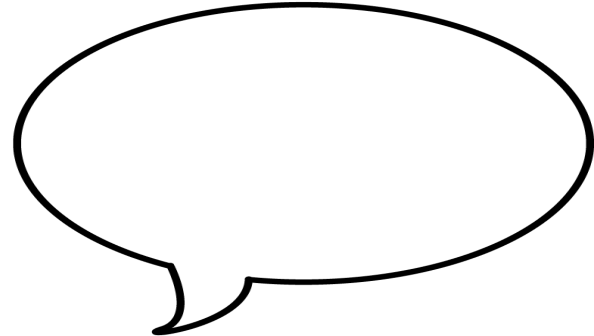
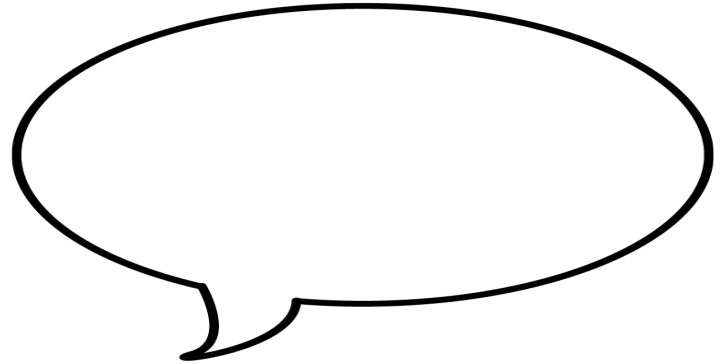
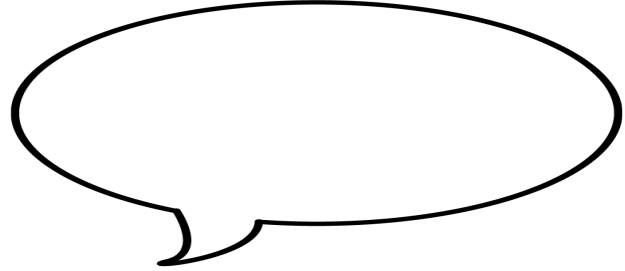
PET TALK: Let's fix it!

Jordy

Hey, I heard you
have a new dog?



Robyn



CONVERSATION: *Test Talk*

Barrett

Hey Lucas.

How did you do on the science test?

Wow, that's great, Lucas.

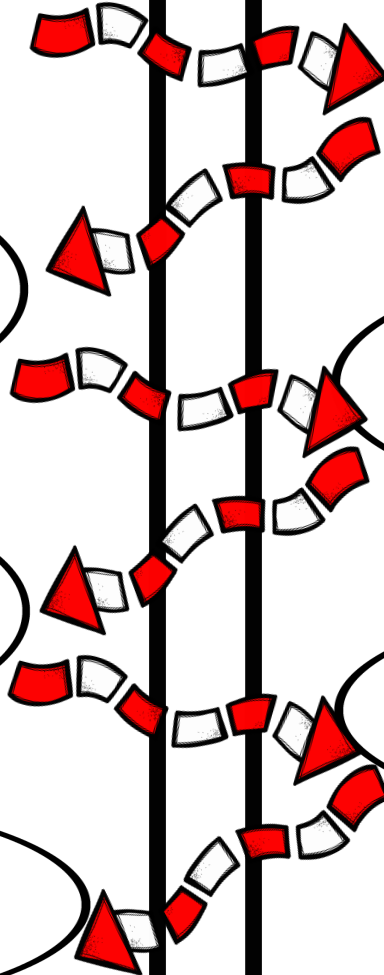
Whatever.
(looks away)

Lucas

Hey, what's up?

I'm sure I aced it, you know? It was super easy, as always.

I mean, you'd have to be an idiot to fail that test, right?



TEST TALK: A deep dive



Test talk happens a lot at school. In the example with Barrett and Lucas, there are some positive things that happened.

Circle the positive things that happened in the conversation:

Both boys took turns talking.

Each boy asked the other a question.

None of the above.

The conversation started out positively but towards the end, Barrett seems uncomfortable. **Why might Barrett feel uncomfortable talking about the test?**

What words would you use to describe Lucas's statements about the test?

Circle them.

Bragging, inconsiderate, belittling, insulting, kind

TEST TALK: let's fix it!

Barrett

Hey Lucas.

How did you do on the science test?

Lucas

Hey, what's up?

CONVERSATION: *Small Talk*

Brettly

Hey, what's up?
I'm Brettly. I'm in your
math class.

Sorry, man.

(Walks away-
conversation
ends).

Wyatt

Math, huh? I hate school.

It sucks.

sigh...why can't I make
friends?

SMALL TALK: A deep dive



Small talk happens a lot in our lives. In the example with Brettly and Wyatt, there are some positive things that happened.

Circle the positive things that happened in the conversation:

Both boys take turns talking.

Brettly asks Wyatt a question.

Brettly introduces himself.

None of the above.

Do Wyatt's responses seem to make Brettly interested in getting to know Wyatt further? Yes/No

Brettly seems interested in getting to know Wyatt at first but then walks away.

Why?

What words would you use to describe Wyatt's responses?

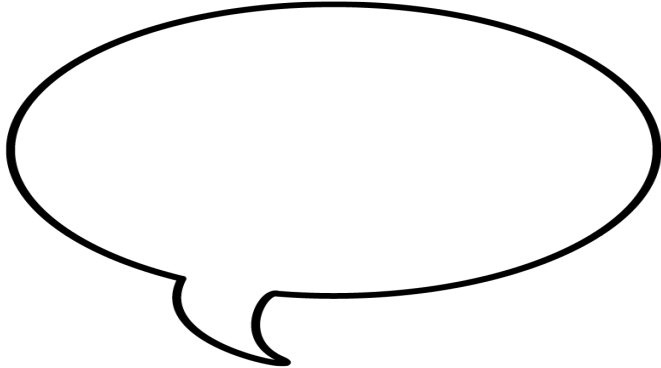
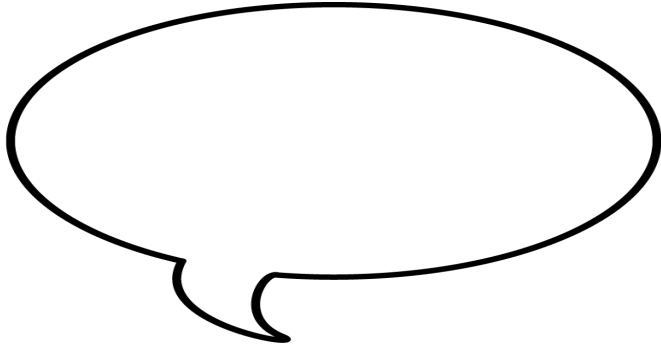
Circle them:

Negative, depressing, interesting, positive, pleasurable

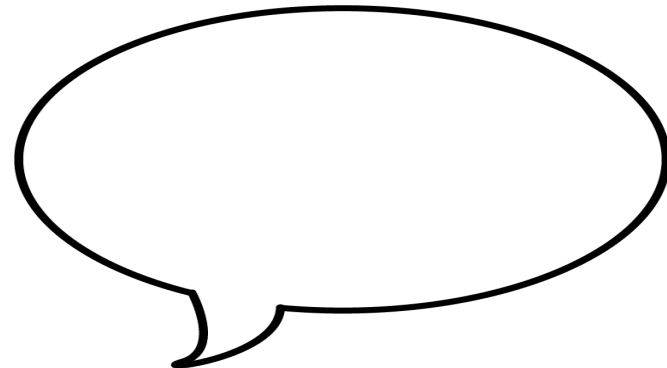
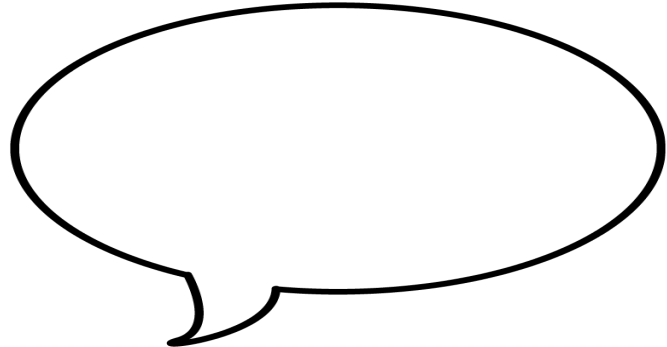
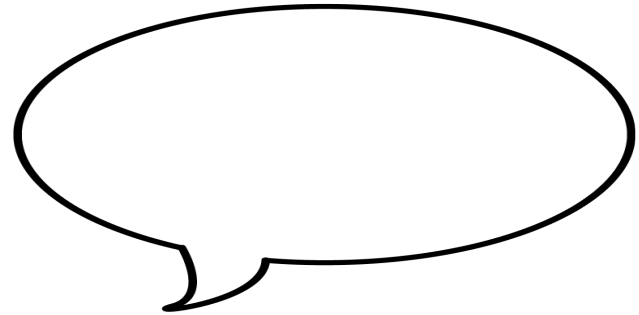
SMALL TALK: let's fix it

Brettly

Hey, what's up?
I'm Brettly.
I'm in your math class.



Wyatt



CONVERSATION: *Gaming Talk*

Brian

Hey, what's up?

Cool, what's...

Wow, I'd-

James

Dude, I'm loving my new play station game! I mean, it is the best game ever!

There's so many twists and turns and I was up all night playin it.

I seriously can't wait to play it again after school. It will probs be another late night!

GAMING TALK: A deep dive



Brian and James both like to play video games. In the example with Brian and James, there are some positive things that happened.

Circle the positive things that happened in the conversation:

Both boys took turns talking.

Brian asks James a question.

None of the above.

Brian appears to like video games as much as James. However, Brian doesn't get a chance to tell James anything about playing video games. Why?

How many words did Brian say in this conversation? _____

How many words did James say in the conversation? _____

What could Brian do to give James more chances to contribute to this conversation?

Circle the word(s) that might describe how Brian felt?

Frustrated, content, respected, heard

GAMING TALK: let's fix it!

Brian

Hey, what's up?

James

CONVERSATION: *New Principal*

Nick

Did you hear we have a new principal?

His name is...

Getting back to the new principal.

Bryson

Nope. Who is it?

OMG, was that Taylor that just walked by? I heard she was back. She was gone for almost a month. I wonder what happened? I thought she might have moved away.

Dude, who cares? Taylor's back!

NEW PRINCIPAL: A deep dive



Nick and Bryson begin a conversation about the new principal. In this example with Nick and Bryson, there are some positive things that happened. **Circle the *positive* things that happened in the conversation:**

Both boys take turns talking.
There is no interrupting.
They both stay on topic.

Bryson initially appeared interested in learning more about the new principal. However, Bryson got distracted by something else happening in the school. What was it?

Nick attempts to get the conversation back to the principal using a polite transition statement, “getting back to the new principal.” **How does Bryson respond?**

Circle the words that describe how Nick felt?
Frustrated, content, disrespected, happy

NEW PRINCIPAL: let's fix it!

Nick

Did you hear we have
a new principal?

Bryson

Nope.
Who is it?

CONVERSATION: *Worst Day Ever!*

Michael

Today is the worst day ever! My mom is so mad at me.

She grounded me and took away my phone!

C'mon man, are you hearing anything I'm saying to you?

Alex

My finger hurts.

I might have a paper cut.

Do you have a band aid?

WORST DAY EVER: A deep dive



Michael is clearly having a bad day and wants to talk to Alex about it. There are some positive things that happened. **Circle the positive things that happened in the conversation:**

Both boys take turns talking.

There is no interrupting.

The boys called each other by name.

Although Alex does respond to Michael and attempt to participate in the conversation, is he tuned in to the *content* of what Michael is saying to him? Yes/No **Why?**

Michael finally tells Alex he doesn't feel Alex is listening to him. How does Alex respond?

Circle the words that describe how Michael felt?

Frustrated, happy, disrespected, disgruntled

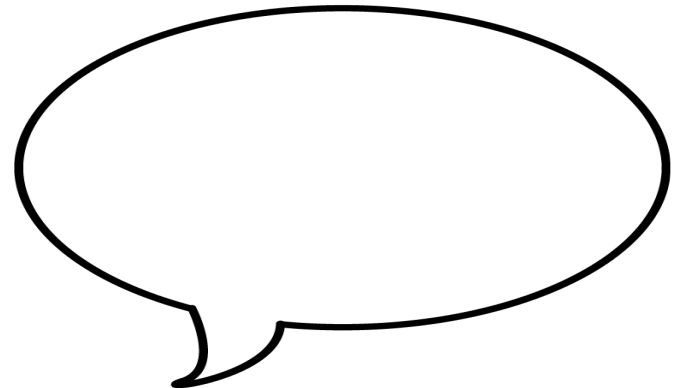
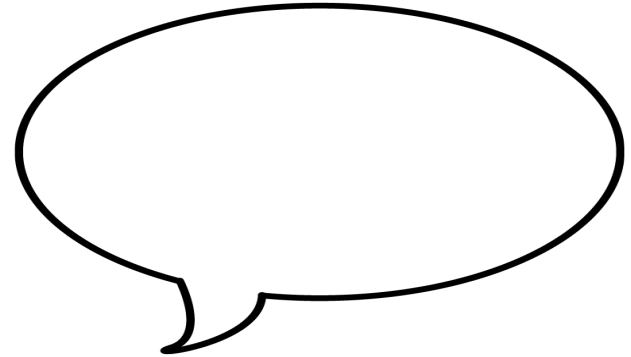
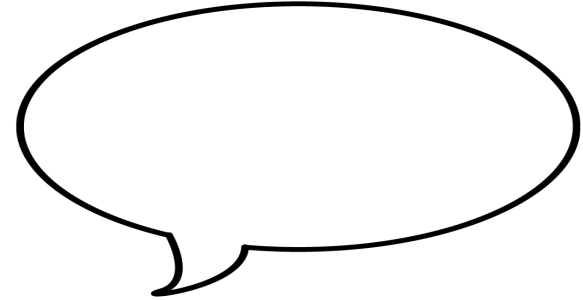
WORST DAY EVER: let's fix it!

Michael

Today is the worst day ever! My mom is so mad at me.

She grounded me and took away my phone!

Alex



CONVERSATION: *Late for Work*

Mrs. Jones

Tanner, you are 45 minutes late for your shift.

Please call me "*Mrs. Jones.*"
Why are you late *today*?

Please do not be late again.

Tanner

Girl, I got this.

My freakin mom didn't wake me up!

Whatever. My life sucks.

LATE FOR WORK: A deep dive!

Mrs. Jones is Tanner's boss. Tanner is late for work again. Is Tanner using appropriate tone and language for the workplace? Yes/No

Read the following informal statements and **change** them into appropriate, formal workplace responses:

Girl, I got this!

My freakin mom didn't wake me up.

Whatever. My life sucks.

Tanner's responses were more appropriate for an informal setting with his friends.

Do you think Mrs. Jones feels Tanner is a reliable employee?

Yes/No Why or Why not?

Circle the words that describe how Mrs. Jones felt:

respected, thankful, frustrated, disrespected

LATE FOR WORK: let's fix it!

Mrs. Jones

Tanner, you are 45 minutes late for your shift.

Please do not be late again.

Tanner

CONVERSATION: *Working in a Group*

Grace

Ok guys,
How should we
split up the work?

Sounds good.
I could do the
Interviews!

Jensen, we get a group
grade on this. It's not fair
to have *us* do all
the work.

Ellen

I could do some
of the research!

How about
you, Jensen?

Jensen, you could help
me with the
research!

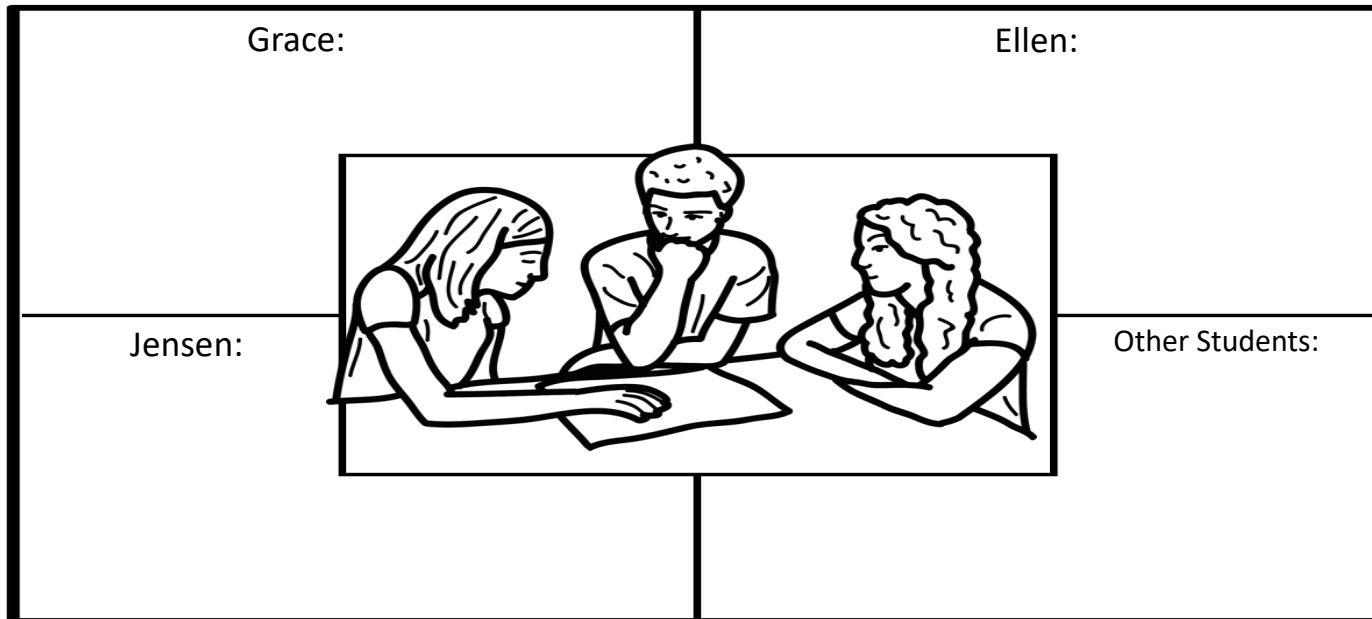
Jensen

I've got better
things to do with
my time.

Boring!

WORKING IN A GROUP: A deep dive

Grace, Ellen and Jensen are working together on a group project. They are trying to determine a division of responsibilities. What is each person thinking?



In this conversation, everyone is taking turns talking. No-one is interrupting. So, what's the problem? _____

What words would you use to describe Jensen?

Circle the ones that apply:

uncooperative, agreeable, unhelpful, productive, involved

WORKING IN A GROUP: let's fix it!

Grace

Ok guys,
How should we
split up the work?

Sounds good.
I could do the
Interviews!

Ellen

I could do some
of the research!

Jensen

CONVERSATION: *Peer or Professor?*

Elias

That is *not* the correct answer.

Apparently, you boys were not listening to the math lesson.

Do I have to explain it again? This is so tedious.

Zachary

Sorry, I don't get it!

Not everyone is as good at math as you are, Elias.

Aaron

We were listening, Elias. We still don't understand it.

Forget it Zach. He doesn't want to help us.

PEER OR PROFESSOR? A deep dive



Zachary and Aaron do not understand how to do the math problem. Elias knows how to do it but is frustrated with the other two boys. Think about Elias's tone and choice of words in this conversation. Does Elias sound more like an adult or a student?

Take the formal-sounding statements that Elias made and rewrite them into appropriate peer to peer classroom statements.

That is not the correct answer:

Apparently, you boys were not listening to the math lesson:

Must I explain it again? This is so tedious.

Look up the definition of the word “pedantic.” Would you say that Elias sounded *pedantic* in this conversation? Yes/No

Circle the words that describe how Aaron and Zachary felt?

Complimented, embarrassed, belittled, stupid

PEER OR PROFESSOR? *Let's fix it!*

Elias

That is *not* the correct answer.

Zachary

Dude, I don't get it!

Aaron

CONVERSATION: *Say it or Think it?*

Eric

James

Maggie

You have a red spot on your face.

What?

There is a large red pimple on your nose.

(nervous laughter)

It's right next to that big scar.

Dude, you are so rude.

Seriously Eric, do you say everything that comes into your head?

I thought James would want to know.

SAY IT OR THINK IT? A deep dive

Eric notices something on James's face. He repeatedly points it out to James in the presence of a girl. James calls Eric "*rude*" and Maggie asks if Eric says everything that comes into his head.

Should we verbalize every thought we have? Yes/No

What should we consider before we decide to say one of our thoughts aloud?

Circle the questions we should consider:

Is the comment hurtful?

Will the comment embarrass others?

Will the comment embarrass me?

Is this the right time or situation for me to make the comment?

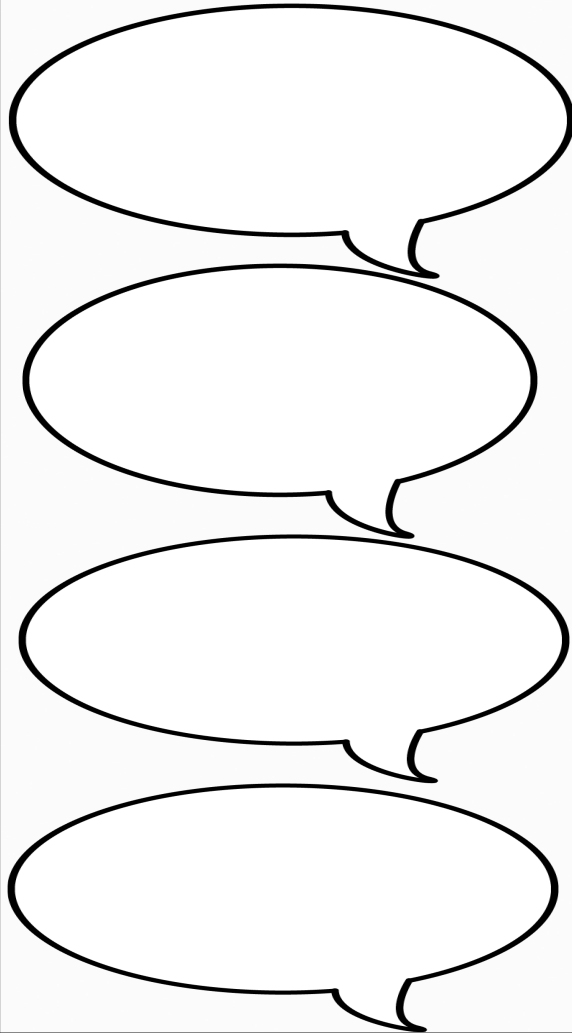
All the above.

If Eric really thought James needed to know he had a pimple, is there a better time and place to tell him? Yes/No Explain your answer.

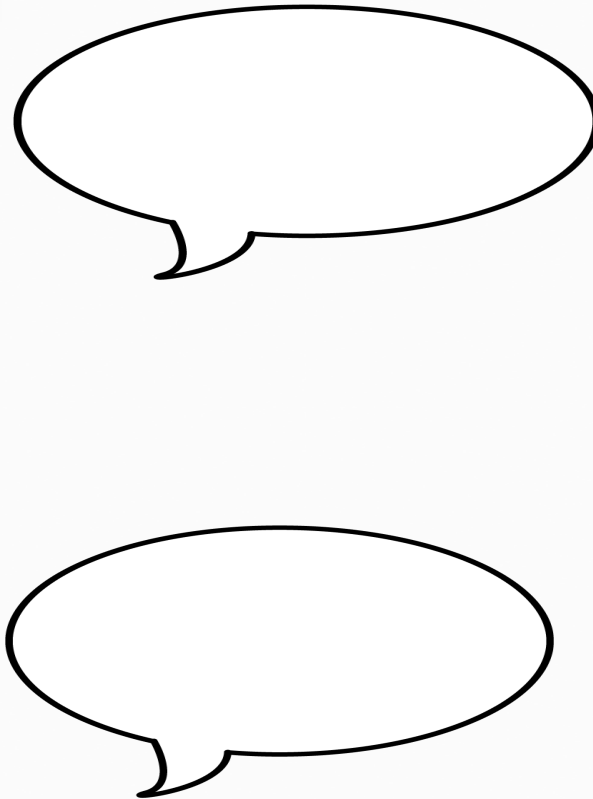
In this story, it says Maggie laughed *nervously*. Do you think Maggie was laughing *at* James? Yes/No What evidence supports your answer?

SAY IT OR THINK IT? *Let's fix it!*

Eric



James



Maggie



CONVERSATION: *Cafeteria Food!*

Tonya

Tater tots for lunch today!

Todd, what's your favorite cafeteria food?

Todd, we're talking about cafeteria food!

Chrissy

My fav!

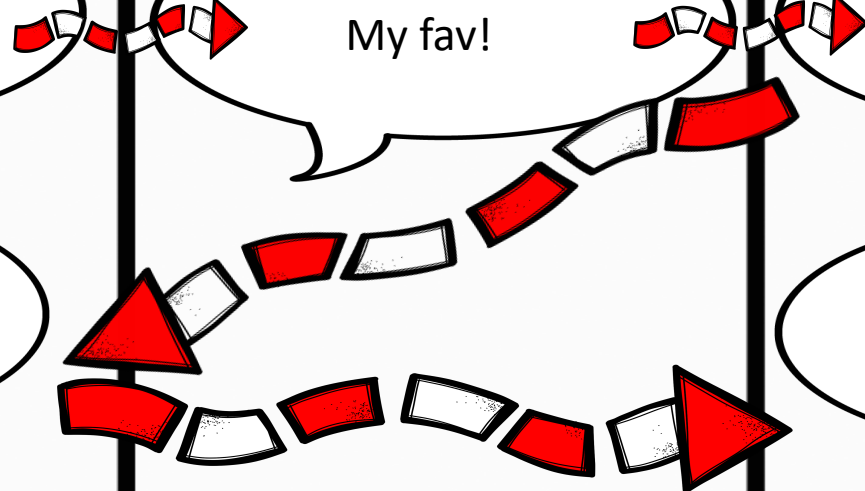
Dang, it's hard to follow this convo!

Todd

My favorite color is blue.

I like lizards better than other animals.

I don't like talking about food!!



CAFETERIA FOOD: A deep dive



Tonya starts a conversation about tater tots and cafeteria food. Todd contributes to the conversation but his comment is off topic. Tonya tries again to get Todd back to the topic of conversation by asking him a question about his favorite cafeteria food.

What was Todd's answer?

Was Todd's answer on or off topic? _____

Todd eventually shares the reason for his off-topic responses. What was the reason?

Are there other things Todd could have done to change the topic? Yes/No

What is one possible way you can change a topic?

Which word describes how Chrissy felt in this conversation? *Confused, happy*

Why did she feel this way?

CAFETERIA FOOD! *Let's fix it!*

Tonya

Tater tots for
lunch today!

Todd, what's your
favorite cafeteria
food?

Chrissy

My fav!

Todd