

SOCIAL SKILLS TASK CARDS

for
Middle
&
High
School

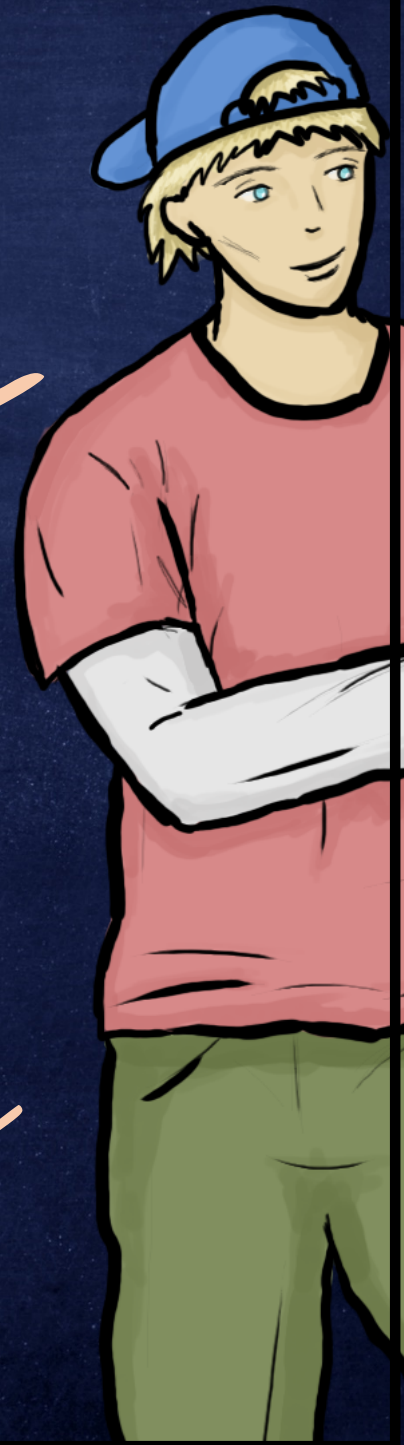
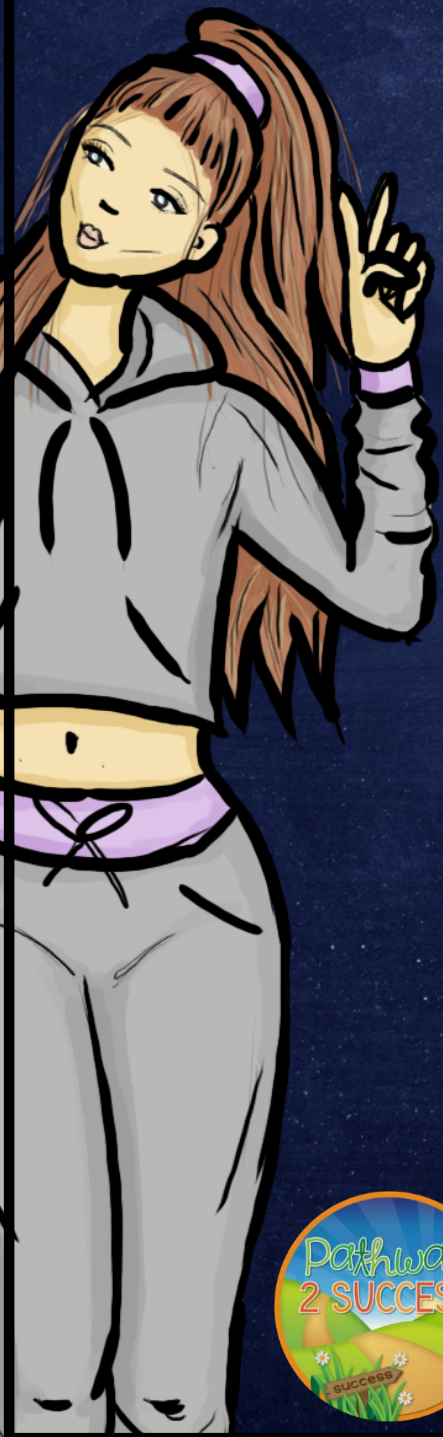
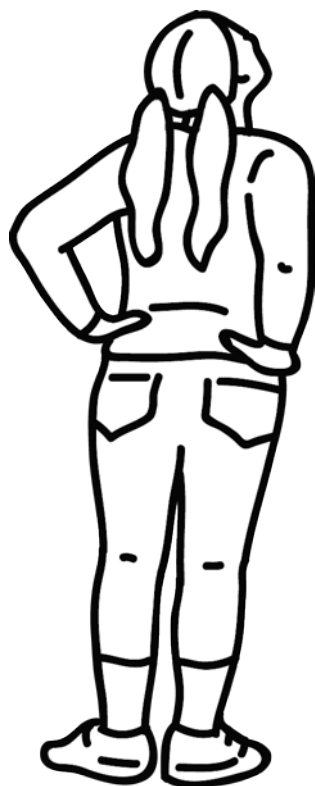


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Social Skills Task Cards

You may choose to use these cards with a student 1:1, in a teacher-directed group, or allow students to use these in a group on their own. Students should be encouraged to share responses aloud, talk out solutions to problems, and explain their reasons.

Using model peers is strongly advised when learning and practicing social skills, especially for students with disabilities. These students will need the support and modeling from their peers to see, hear, and eventually imitate those same social skills.

Teachers may also want to work with model peers ahead of time to coach them as role models.

In order to further advance the development of social skills, teachers (or peers, if taught by a teacher in advance) may ask questions such as:

Why would it be important to do that?

What do you think the other person could be feeling?

What else could you do?

How would that make the other person feel?

What might the other person be thinking?

What could happen if you...?

What are the ways you could solve the problem?

What are the consequences of those solutions?

It is important that students discuss and brainstorm possible solutions to dealing with problems. Try to allow the students to come up with solutions on their own. Additionally, students need to know that sometimes the appropriate solution is doing nothing when it is not their business.

Positive reinforcement will also be a critical part of learning new social skills. Young adults with social disabilities or weaknesses often feel discouraged in social situations, so they will need encouragement and/or tangible reinforcers (such as prizes or free time) when social progress is made.

Social Skills Task Cards

Each set of cards has a specific focus so that you can use the cards with your students to highlight specific skills at a time. Of course, you can always mix the cards to incorporate all skills at once, if appropriate for your students.

Blue: The blue cards all focus on basic interaction skills, including eye contact, greeting others, maintaining personal space, and demonstrating politeness to both peers and adults.

Green: The green cards focus on conversation skills, including taking turns, listening and showing interest in others, staying on topic, and noticing others' social cues in conversations.

Yellow: The yellow cards focus on empathy, which includes noticing the feelings of others, being sensitive to others, considering the perspectives of others, and identifying others' points of view even when you don't agree.

Red: The red cards focus on friendships and relationship skills, which includes thoughtfulness, how to be close but allow for space, and letting others make decisions in the friendship at times.

Purple: The purple cards focus on conflict resolution, including how to negotiate and problem-solve.

Basic Interactions

Blue: The blue cards all focus on basic interaction skills, including eye contact, greeting others, maintaining personal space, and demonstrating politeness to both peers and adults.

What to Remember:

- Make eye contact when talking with someone
- Make eye contact with the teacher in class to show you are listening
 - Greet others by saying “hi” and making eye contact
- Use your manners by saying “thank you”, “you’re welcome”, and “I’m sorry”
- Be polite and kind to others, whether or not they are your best friend
 - When you see someone who needs help, offer to help them
- When you see someone who could use support, offer to support them (ex: offer to eat lunch with them, ask if they need to talk)
 - Keep personal space when talking with others
- Giving genuine compliments is a nice thing to do (ex: “I like your new shoes”)

Basic Interaction #3

You see a new girl at lunch sitting alone. What can you do or say?

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Basic Interaction #1

In math class, your partner is explaining how they got their answer. What should you be doing?

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Basic Interaction #4

Before class starts, Matt asks you how you like his new shoes. What should you say?

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Basic Interaction #2

Someone you know from science class asks to sit down next to you at lunch. What should you do?

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Basic Interaction #7

Madison runs up to Samantha and touches her hair. How is Madison invading Samantha's personal space?

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Basic Interaction #5

Act it out!

You are meeting a new classmate for the first time who just moved to town.

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Basic Interaction #8

Act it out!

You want to ask to borrow a pencil from a classmate.

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Basic Interaction #6

A friend says hi to you in the hallway and waves.
What do you do?

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Basic Interaction #11

At lunch, a friend looks over to you and asks what you did during the weekend. What should you do?

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Basic Interaction #9

Your teacher is giving a lecture in English class. How can you show you are paying attention?

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Basic Interaction #12

Act it out!

Someone you don't know well asks to be partners in a science lab with you. How should you react?

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Basic Interaction #10

Act it out!

You are walking in the mall and a person you know from school comes up and says hi. What should you do?

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Basic Interaction #15

Act it out!

You are standing at the bus stop and someone comes and stands right up next to you. How can you ask for personal space?

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Basic Interaction #13

In history class, everyone else has a partner for the assignment but you see Maria working alone. What can you do?

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Basic Interaction #16

In the hallway, someone you don't know drops their binders and papers go everywhere. What should you do?

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Basic Interaction #14

In math class, Damon passes out calculators to your group. What should you say to him?

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Basic Interaction #19

Act it out!

Someone you don't know sits down next to you on the bus. They say hi. What should you do?

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Basic Interaction #17

Act it out!

In the hallway, you mistakenly bump into someone. What should you do or say?

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Basic Interaction #20

On the way into school, Max is carrying a huge history project along with his backpack and lunch bag. What can you do?

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Basic Interaction #18

In history class, Mark throws his pencil when he is frustrated with the assignment. What's a better way he can ask for help?

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Conversation Skills

Green: The green cards focus on conversation skills, including taking turns, listening and showing interest in others, staying on topic, and noticing others' social cues in conversations.

What to Remember:

- Keep eye contact when talking to someone
- Answer a question when someone asks you
- Show you are interested when someone else is talking by keeping eye contact and occasionally nodding your head
 - Keep the conversation going with someone by asking more questions or commenting on the topic
- Take turns talking when there is a natural break or pause in the conversation
 - Wait your turn and don't interrupt
 - Stay mostly on the topic the other person is talking about
- Pay attention to others' social cues, such as starting to walk away, looking at the clock, looking away, or engaging in another activity

Conversations #3

A friend sits next to you on the bus and says hi.

How can you start a conversation?

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Conversations #1

You are sitting with a few classmates during lunch.

What are some topics you could discuss with them?

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Conversations #4

You are with a group of friends talking about a new movie that is out. You haven't seen it yet. How can you join the conversation?

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Conversations #2

Act it out!

During passing time, a friend asks what your plans are for the weekend.

What do you say?

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Conversations #7

Before class starts, someone tells you they went biking last night. What should you do to keep the conversation going?

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Conversations #5

While Tommy is talking to Brad, Brad keeps looking at the clock and starts to walk away. What does that probably mean?

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Conversations #8

Act it out!

Start a conversation with someone about any class of your choice.

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Conversations #6

Act it out!

Start a conversation with someone about any sport of your choice.

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Conversations #11

Christine is telling Lisa about her weekend. Lisa is looking away. How might that make Christine feel?
What can she do?

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Conversations #9

On the bus, Owen tells Miranda about a new band that just came out. What can Miranda say to keep the conversation going?

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Conversations #12

A classmate starts talking to you about basketball but you don't like basketball.
What can you do?

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Conversations #10

Act it out!
Start a conversation with someone about your favorite food or restaurant.

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Conversations #15

Act it out!

Start a conversation with someone about your favorite kind of music

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Conversations #13

You sit down in science class next to a friend before class starts. What are some ways you can start a conversation?

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Conversations #16

Meg is talking about a new show she started watching when Greg says his favorite sport is baseball.

What is wrong with this situation?

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Conversations #14

Farrah is telling Marley about her trip to the mall. Farrah keeps talking and doesn't stop or pause.

What is wrong with this situation?

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Conversations #19

During a history group project, Molly tries to explain how she can help but Sarah keeps interrupting her.

What is wrong with this situation?

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Conversations #17

Tammy is telling Noah about a country concert she went to. Noah hates country. What should Noah do?

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Conversations #20

Act it out!

Start a conversation with someone about your biggest pet peeve.

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Conversations #18

A friend starts talking to you about their baseball game. How can you show you are interested?

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Empathy Skills

Yellow: The yellow cards focus on empathy, which includes noticing the feelings of others, being sensitive to others, considering the perspectives of others, and identifying others' points of view even when you don't agree.

What to Remember:

- Look for clues to help consider how someone else might be feeling
- Clues to help you might be facial expressions, their actions, or body language
 - Consider what someone else might be thinking
- Be sensitive to the feelings of others (ex: don't talk about getting a good grade on a quiz when you know someone is really upset about their grade)
- Consider why someone else might think or feel a certain way, even when you don't have the same perspective
- Listen to others and their point of view, even when you don't agree
 - It's okay to respectfully disagree on topics or ideas
- Be polite and understanding when you disagree with someone, rather than making fun of them or making them feel bad

Empathy #3

Marissa is biting at her fingernails before the science test.

How might she feel?
What might she be thinking?

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Empathy #1

After getting back a math test, Brendan crumples his paper up and tosses it in the trash.

How might he feel?
What might he be thinking?

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Empathy #4

You call your friend and he tells you he doesn't want to talk right now.

How might he feel?
What might he be thinking?

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Empathy #2

You see a classmate sitting outside in the hallway with her head down.

How might she feel?
What might she be thinking?

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Empathy #7

Act it out!

Someone is sitting during a history test with their arms crossed and they haven't started. What can you do?

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Empathy #5

Your friend is mad at you when you couldn't come to their birthday party.

What is your friend's point of view? What can you do?

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Empathy #8

Act it out!

A friend tells you that they love their new shoes even though you hate them. What can you say or do?

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Empathy #6

Martha is really upset that her grandmother is in the hospital. What can you say to her?

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Empathy #11

During partner work, you decide to work with Sam. Another friend is upset that you are not working with them.

How might your friend be feeling?

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Empathy #9

You find out that Juan's dog just passed away. What can you do or say?

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Empathy #12

At Clarissa's locker, Doug takes Clarissa's markers without asking.

How might Clarissa feel?
What might she be thinking?

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Empathy #10

Your mom tells you that you have to be home early tonight even though you planned to stay out with friends.

What might your mom's point of view be?

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Empathy #15

Bella had her hand raised three times to answer a question but the teacher didn't pick on her.

Why might the teacher not have picked on her?

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Empathy #13

At lunch, Adam takes a handful of Greg's snack.

How might Greg feel?
What might Greg be thinking?

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Empathy #16

At lunch, you notice Sam not eating anything.

How might Sam be feeling?
What can you do?

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Empathy #14

You see a group of kids laughing at a boy in the hallway.

How might the boy feel?
What can you do?

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Empathy #19

Amelia came into school with a new purple hairstyle. No one says anything to her.

How might Amelia feel?
What might Amelia be thinking?

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Empathy #17

In gym class, Brian got picked last to be on a team.

How might Brian feel?
What could you do?

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Empathy #20

You are helping a classmate when a math problem when the teacher yells at you for talking.

What might the teacher be thinking? What can you do?

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Empathy #18

Act it out!

While carrying books, someone bumps into you in the hallway. How might you feel? How might the other person feel?

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Relationship Skills

Red: The red cards focus on friendships and relationship skills, which includes thoughtfulness, how to be close but allow for space, and letting others make decisions in the friendship at times.

What to Remember:

- Be kind and thoughtful to your friends
- Show kind gestures when a friend might need some support (ex: ask if they need a tissue when crying or ask if they need to talk if upset)
- Be dependable with your friends (ex: if you say you're going to call, call!)
 - Relationships need space sometimes
- Give space to friends and don't "strangle" your relationships by communicating with the person too much (ex: calling 20 times a day)
 - It's good to have more than one friend
- Be happy for others when they find success or do well with something
- Friends should have a mix of who make decisions (ex: if you decided the movie this time, let your friend decide next time)
 - You can respectfully disagree with your friends on topics
- If you get into an argument, give space and time before fixing things
 - Bullying and violence are not okay in relationships

Relationships #3

A friend sends you a really mean text message.

What should you do?

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Relationships #1

Your good friend tells you she isn't feeling well.

What can you do?

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Relationships #4

Jack finds out his good friend, Zach, likes rap music. Jack hates rap music.

How should he handle it?

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Relationships #2

You've been texting your friend all day but he isn't responding.

How might he be feeling?
What can you do?

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Relationships #7

Act it out!

You and a friend disagree about what class is the most difficult.

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Relationships #5

A friend tells you it will be funny if you knock over another student's books.

What should you do?

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Relationships #8

Tessa gets angry when she finds out that her friend, Marta, is hanging out with a few other girls.

What's wrong with this situation?

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Relationships #6

You promised your friend that you'd help her study for her history test, but you'd rather stay home and watch a movie.

What should you do?

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Relationships #11

Act it out!

Your friend is upset and you're not sure why. What can you do and say?

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Relationships #9

When Josh doesn't hear from Alex, Josh calls him 15 times and leave 2 voicemails.

What's wrong with this situation?

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Relationships #12

A friend tells you that her boyfriend hit her.

What should you do?
What advice would you give her?

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Relationships #10

Samantha hears from a friend that Tanya was talking about her behind her back.

What should Samantha do?

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Relationships #15

Act it out!

Your friend runs to you in the hallway telling you they got the lead role in the play. What should you do?

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Relationships #13

Act it out!

You're at your friend's house deciding what to do for the night.

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Relationships #16

Your friend just broke up with his girlfriend.

How might he feel?
What can you do?

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Relationships #14

Tabitha tells Alison not to be friends with Mega. Alison wants to be friends with Megan, though.

What should Alison do?

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Relationships #19

Act it out!

Give a friend a kind
compliment that could
improve his or her day.

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Relationships #17

A friend texts you and
asks if you want to come
over and play video games.
You don't really want to.

What can you do?

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Relationships #20

Your friend has stopped
talking to you and you don't
know why.

What should you do?

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Relationships #18

A friend from class tells
you that you should be
giving your lunch money to
him.

What do you do?

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Conflict Resolution

Purple: The purple cards focus on conflict resolution, including how to negotiate and problem-solve.

What to Remember:

- There are often multiple ways to solve a problem
- Think of possible solutions to a problem before jumping in
- Consider what the consequences for each solution might be, including how they will affect you and others
- It's always better to be honest and take responsibility for your actions
- It's important to understand all the facts, instead of making assumptions
 - Gossiping and making rumors is not okay
 - If you need to talk to someone, go to them directly
 - If you make a mistake, apologize by admitting what you did wrong, saying you are sorry, and asking if the person forgives you

Conflict Resolution #3

You heard from a
classmate that someone
else is talking about you
behind your back.

What can you do?

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Conflict Resolution #1

You are supposed to bring
in part of your group's
science project, but you
are sick today.

What can you do?

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Conflict Resolution #4

Your history project is due
tomorrow and you haven't
even started it.

What can you do?

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Conflict Resolution #2

Your best friend has
stopped talking to you and
you don't know why.

What can you do?

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Conflict Resolution #7

You posted a picture online of your friend that she didn't want you to post. Now she's mad at you.

What can you do?

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Conflict Resolution #5

Your parents tell you not to have any friends over but they are at work and wouldn't even know.

What do you do?

What are the consequences for those actions?

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Conflict Resolution #8

You hear a classmate talking badly about one of your best friends.

What can you do?

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Conflict Resolution #6

Your teacher gave you a detention for something you didn't deserve. You are considering skipping.

What might be the consequences for that?

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Conflict Resolution #11

Act it out!

A friend tries to ask you to copy your math homework.

What do you do?

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Conflict Resolution #9

You are at a friend's house when someone you don't get along with shows up.

What can you do?

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Conflict Resolution #12

Terrance borrowed Jack's history book but he lost it.

What can Terrance do?

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Conflict Resolution #10

Your parents want you home at 9pm but the dance isn't over until 10.

What can you do?

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Conflict Resolution #5

While Emily was using Molly's ipod, it fell on the ground and broke.

What should Emily do?

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Conflict Resolution #13

Act it out!

You are working with a partner in math and your partner tells you that you are doing the math wrong.

What can you do?

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Conflict Resolution #16

Act it out!

You and a friend disagree about what the best music of today is.

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Conflict Resolution #14

You lost your pen. Then, you see the same pen on Sandy's desk.

What do you do?

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Conflict Resolution #19

When you were mad at a friend, you said some mean things that you didn't mean.

What can you do?

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Conflict Resolution #17

Your dad says you can't go out with your friends until your room is clean. You really don't want to clean your room.

What can you do?

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Conflict Resolution #20

Someone in math class throws a pencil and it hits you in the back.

What can you do?

What are the consequences for your action?

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Conflict Resolution #18

Your teacher gives you a 0% on an assignment that you are sure you turned in.

What can you do?

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Make Your Own

Use these cards to:

- Make your own social skills task cards with specific situations for your students

OR

- Have students make up their own social skills task cards
 - Have students share with partners or the class

Topic: ----- Card # ----

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Topic: ----- Card # ----

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Topic: ----- Card # ----

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Topic: ----- Card # ----

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Name: _____

Date: _____

Journal Response

Topic: _____

Card # _____

Respond to the card below. Support your response with explanations and examples.

Questions to consider: Why do you feel that way? Have you experienced anything similar? How would you feel? How would someone else feel? How will you use this in life (both inside and outside of school)?

Black & White Version

Social Skills Task Cards

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In order to further advance the development of social skills, teachers (or peers, if taught by a teacher in advance) may ask questions such as:

Why would it be important to do that?

What do you think the other person could be feeling?

What else could you do?

How would that make the other person feel?

What might the other person be thinking?

What could happen if you...?

What are the ways you could solve the problem?

What are the consequences of those solutions?

It is important that students discuss and brainstorm possible solutions to dealing with problems. Try to allow the students to come up with solutions on their own. Additionally, students need to know that sometimes the appropriate solution is doing nothing when it is not their business.

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Social Skills Task Cards

Each set of cards has a specific focus so that you can use the cards with your students to highlight specific skills at a time. Of course, you can always mix the cards to incorporate all skills at once, if appropriate for your students.

- #1: Set 1 cards all focus on basic interaction skills, including eye contact, greeting others, maintaining personal space, and demonstrating politeness to both peers and adults.
- #2: Set 2 cards focus on conversation skills, including taking turns, listening and showing interest in others, staying on topic, and noticing others' social cues in conversations.
- #3: Set 3 cards focus on empathy, which includes noticing the feelings of others, being sensitive to others, considering the perspectives of others, and identifying others' points of view even when you don't agree.
- #4: Set 4 cards focus on friendships and relationship skills, which includes thoughtfulness, how to be close but allow for space, and letting others make decisions in the friendship at times.
- #5: Set 5 cards focus on conflict resolution, including how to negotiate and problem-solve.

Basic Interactions

Set 1: The set 1 cards all focus on basic interaction skills, including eye contact, greeting others, maintaining personal space, and demonstrating politeness to both peers and adults.

What to Remember:

- Make eye contact when talking with someone
- Make eye contact with the teacher in class to show you are listening
 - Greet others by saying “hi” and making eye contact
- Use your manners by saying “thank you”, “you’re welcome”, and “I’m sorry”
- Be polite and kind to others, whether or not they are your best friend
 - When you see someone who needs help, offer to help them
- When you see someone who could use support, offer to support them (ex: offer to eat lunch with them, ask if they need to talk)
 - Keep personal space when talking with others
- Giving genuine compliments is a nice thing to do (ex: “I like your new shoes”)

Basic Interaction #3

You see a new girl at lunch sitting alone. What can you do or say?

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Basic Interaction #1

In math class, your partner is explaining how they got their answer. What should you be doing?

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Basic Interaction #4

Before class starts, Matt asks you how you like his new shoes. What should you say?

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Basic Interaction #2

Someone you know from science class asks to sit down next to you at lunch. What should you do?

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Basic Interaction #7

Madison runs up to Samantha and touches her hair. How is Madison invading Samantha's personal space?

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Basic Interaction #5

Act it out!

You are meeting a new classmate for the first time who just moved to town.

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Basic Interaction #8

Act it out!

You want to ask to borrow a pencil from a classmate.

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Basic Interaction #6

A friend says hi to you in the hallway and waves.
What do you do?

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Basic Interaction #11

At lunch, a friend looks over to you and asks what you did during the weekend. What should you do?

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Basic Interaction #9

Your teacher is giving a lecture in English class. How can you show you are paying attention?

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Basic Interaction #12

Act it out!

Someone you don't know well asks to be partners in a science lab with you. How should you react?

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Basic Interaction #10

Act it out!

You are walking in the mall and a person you know from school comes up and says hi. What should you do?

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Basic Interaction #15

Act it out!

You are standing at the bus stop and someone comes and stands right up next to you. How can you ask for personal space?

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Basic Interaction #13

In history class, everyone else has a partner for the assignment but you see Maria working alone. What can you do?

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Basic Interaction #16

In the hallway, someone you don't know drops their binders and papers go everywhere. What should you do?

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Basic Interaction #14

In math class, Damon passes out calculators to your group. What should you say to him?

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Basic Interaction #19

Act it out!

Someone you don't know sits down next to you on the bus. They say hi. What should you do?

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Basic Interaction #17

Act it out!

In the hallway, you mistakenly bump into someone. What should you do or say?

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Basic Interaction #20

On the way into school, Max is carrying a huge history project along with his backpack and lunch bag. What can you do?

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Basic Interaction #18

In history class, Mark throws his pencil when he is frustrated with the assignment. What's a better way he can ask for help?

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Conversation Skills

Set 2: The set 2 cards focus on conversation skills, including taking turns, listening and showing interest in others, staying on topic, and noticing others' social cues in conversations.

What to Remember:

- Keep eye contact when talking to someone
- Answer a question when someone asks you
- Show you are interested when someone else is talking by keeping eye contact and occasionally nodding your head
 - Keep the conversation going with someone by asking more questions or commenting on the topic
- Take turns talking when there is a natural break or pause in the conversation
 - Wait your turn and don't interrupt
 - Stay mostly on the topic the other person is talking about
- Pay attention to others' social cues, such as starting to walk away, looking at the clock, looking away, or engaging in another activity

Conversations #3

A friend sits next to you on the bus and says hi.

How can you start a conversation?

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Conversations #1

You are sitting with a few classmates during lunch.

What are some topics you could discuss with them?

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Conversations #4

You are with a group of friends talking about a new movie that is out. You haven't seen it yet. How can you join the conversation?

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Conversations #2

Act it out!

During passing time, a friend asks what your plans are for the weekend.

What do you say?

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Conversations #7

Before class starts, someone tells you they went biking last night. What should you do to keep the conversation going?

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Conversations #5

While Tommy is talking to Brad, Brad keeps looking at the clock and starts to walk away. What does that probably mean?

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Conversations #8

Act it out!

Start a conversation with someone about any class of your choice.

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Conversations #6

Act it out!

Start a conversation with someone about any sport of your choice.

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Conversations #11

Christine is telling Lisa about her weekend. Lisa is looking away. How might that make Christine feel?
What can she do?

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Conversations #9

On the bus, Owen tells Miranda about a new band that just came out. What can Miranda say to keep the conversation going?

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Conversations #12

A classmate starts talking to you about basketball but you don't like basketball.
What can you do?

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Conversations #10

Act it out!
Start a conversation with someone about your favorite food or restaurant.

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Conversations #15

Act it out!

Start a conversation with someone about your favorite kind of music

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Conversations #13

You sit down in science class next to a friend before class starts. What are some ways you can start a conversation?

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Conversations #16

Meg is talking about a new show she started watching when Greg says his favorite sport is baseball.

What is wrong with this situation?

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Conversations #14

Farrah is telling Marley about her trip to the mall. Farrah keeps talking and doesn't stop or pause.

What is wrong with this situation?

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Conversations #19

During a history group project, Molly tries to explain how she can help but Sarah keeps interrupting her.

What is wrong with this situation?

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Conversations #17

Tammy is telling Noah about a country concert she went to. Noah hates country. What should Noah do?

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Conversations #20

Act it out!

Start a conversation with someone about your biggest pet peeve.

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Conversations #18

A friend starts talking to you about their baseball game. How can you show you are interested?

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Empathy Skills

Set 3: The set 3 cards focus on empathy, which includes noticing the feelings of others, being sensitive to others, considering the perspectives of others, and identifying others' points of view even when you don't agree.

What to Remember:

- Look for clues to help consider how someone else might be feeling
- Clues to help you might be facial expressions, their actions, or body language
 - Consider what someone else might be thinking
- Be sensitive to the feelings of others (ex: don't talk about getting a good grade on a quiz when you know someone is really upset about their grade)
- Consider why someone else might think or feel a certain way, even when you don't have the same perspective
- Listen to others and their point of view, even when you don't agree
 - It's okay to respectfully disagree on topics or ideas
- Be polite and understanding when you disagree with someone, rather than making fun of them or making them feel bad

Empathy #3

Marissa is biting at her fingernails before the science test.

How might she feel?
What might she be thinking?

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Empathy #1

After getting back a math test, Brendan crumples his paper up and tosses it in the trash.

How might he feel?
What might he be thinking?

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Empathy #4

You call your friend and he tells you he doesn't want to talk right now.

How might he feel?
What might he be thinking?

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Empathy #2

You see a classmate sitting outside in the hallway with her head down.

How might she feel?
What might she be thinking?

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Empathy #7

Act it out!

Someone is sitting during a history test with their arms crossed and they haven't started. What can you do?

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Empathy #5

Your friend is mad at you when you couldn't come to their birthday party.

What is your friend's point of view? What can you do?

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Empathy #8

Act it out!

A friend tells you that they love their new shoes even though you hate them. What can you say or do?

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Empathy #6

Martha is really upset that her grandmother is in the hospital. What can you say to her?

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Empathy #11

During partner work, you decide to work with Sam. Another friend is upset that you are not working with them.

How might your friend be feeling?

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Empathy #9

You find out that Juan's dog just passed away. What can you do or say?

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Empathy #12

At Clarissa's locker, Doug takes Clarissa's markers without asking.

How might Clarissa feel?
What might she be thinking?

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Empathy #10

Your mom tells you that you have to be home early tonight even though you planned to stay out with friends.

What might your mom's point of view be?

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Empathy #15

Bella had her hand raised three times to answer a question but the teacher didn't pick on her.

Why might the teacher not have picked on her?

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Empathy #13

At lunch, Adam takes a handful of Greg's snack.

How might Greg feel?
What might Greg be thinking?

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Empathy #16

At lunch, you notice Sam not eating anything.

How might Sam be feeling?
What can you do?

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Empathy #14

You see a group of kids laughing at a boy in the hallway.

How might the boy feel?
What can you do?

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Empathy #19

Amelia came into school with a new purple hairstyle. No one says anything to her.

How might Amelia feel?
What might Amelia be thinking?

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Empathy #17

In gym class, Brian got picked last to be on a team.

How might Brian feel?
What could you do?

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Empathy #20

You are helping a classmate when a math problem when the teacher yells at you for talking.

What might the teacher be thinking? What can you do?

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Empathy #18

Act it out!

While carrying books, someone bumps into you in the hallway. How might you feel? How might the other person feel?

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Relationship Skills

Set 4: The set 4 cards focus on friendships and relationship skills, which includes thoughtfulness, how to be close but allow for space, and letting others make decisions in the friendship at times.

What to Remember:

- Be kind and thoughtful to your friends
- Show kind gestures when a friend might need some support (ex: ask if they need a tissue when crying or ask if they need to talk if upset)
- Be dependable with your friends (ex: if you say you're going to call, call!)
 - Relationships need space sometimes
- Give space to friends and don't "strangle" your relationships by communicating with the person too much (ex: calling 20 times a day)
 - It's good to have more than one friend
- Be happy for others when they find success or do well with something
- Friends should have a mix of who make decisions (ex: if you decided the movie this time, let your friend decide next time)
 - You can respectfully disagree with your friends on topics
- If you get into an argument, give space and time before fixing things
 - Bullying and violence are not okay in relationships

Relationships #3

A friend sends you a really mean text message.

What should you do?

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Relationships #1

Your good friend tells you she isn't feeling well.

What can you do?

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Relationships #4

Jack finds out his good friend, Zach, likes rap music. Jack hates rap music.

How should he handle it?

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Relationships #2

You've been texting your friend all day but he isn't responding.

How might he be feeling?
What can you do?

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Relationships #7

Act it out!

You and a friend disagree about what class is the most difficult.

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Relationships #5

A friend tells you it will be funny if you knock over another student's books.

What should you do?

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Relationships #8

Tessa gets angry when she finds out that her friend, Marta, is hanging out with a few other girls.

What's wrong with this situation?

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Relationships #6

You promised your friend that you'd help her study for her history test, but you'd rather stay home and watch a movie.

What should you do?

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Relationships #11

Act it out!

Your friend is upset and you're not sure why. What can you do and say?

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Relationships #9

When Josh doesn't hear from Alex, Josh calls him 15 times and leave 2 voicemails.

What's wrong with this situation?

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Relationships #12

A friend tells you that her boyfriend hit her.

What should you do?
What advice would you give her?

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Relationships #10

Samantha hears from a friend that Tanya was talking about her behind her back.

What should Samantha do?

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Relationships #15

Act it out!

Your friend runs to you in the hallway telling you they got the lead role in the play. What should you do?

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Relationships #13

Act it out!

You're at your friend's house deciding what to do for the night.

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Relationships #16

Your friend just broke up with his girlfriend.

How might he feel?
What can you do?

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Relationships #14

Tabitha tells Alison not to be friends with Mega. Alison wants to be friends with Megan, though.

What should Alison do?

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Relationships #19

Act it out!

Give a friend a kind
compliment that could
improve his or her day.

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Relationships #17

A friend texts you and
asks if you want to come
over and play video games.
You don't really want to.

What can you do?

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Relationships #20

Your friend has stopped
talking to you and you don't
know why.

What should you do?

© 2016 Pathway 2 Success

Relationships #18

A friend from class tells
you that you should be
giving your lunch money to
him.

What do you do?

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Conflict Resolution

Set 5: The set 5 cards focus on conflict resolution, including how to negotiate and problem-solve.

What to Remember:

- There are often multiple ways to solve a problem
- Think of possible solutions to a problem before jumping in
- Consider what the consequences for each solution might be, including how they will affect you and others
- It's always better to be honest and take responsibility for your actions
- It's important to understand all the facts, instead of making assumptions
 - Gossiping and making rumors is not okay
 - If you need to talk to someone, go to them directly
 - If you make a mistake, apologize by admitting what you did wrong, saying you are sorry, and asking if the person forgives you

Conflict Resolution #3

You heard from a classmate that someone else is talking about you behind your back.

What can you do?

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Conflict Resolution #1

You are supposed to bring in part of your group's science project, but you are sick today.

What can you do?

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Conflict Resolution #4

Your history project is due tomorrow and you haven't even started it.

What can you do?

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Conflict Resolution #2

Your best friend has stopped talking to you and you don't know why.

What can you do?

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Conflict Resolution #7

You posted a picture online of your friend that she didn't want you to post. Now she's mad at you.

What can you do?

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Conflict Resolution #5

Your parents tell you not to have any friends over but they are at work and wouldn't even know.

What do you do?

What are the consequences for those actions?

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Conflict Resolution #8

You hear a classmate talking badly about one of your best friends.

What can you do?

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Conflict Resolution #6

Your teacher gave you a detention for something you didn't deserve. You are considering skipping.

What might be the consequences for that?

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Conflict Resolution #11

Act it out!

A friend tries to ask you to copy your math homework.

What do you do?

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Conflict Resolution #9

You are at a friend's house when someone you don't get along with shows up.

What can you do?

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Conflict Resolution #12

Terrance borrowed Jack's history book but he lost it.

What can Terrance do?

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Conflict Resolution #10

Your parents want you home at 9pm but the dance isn't over until 10.

What can you do?

© 2016 Pathway 2 Success

Conflict Resolution #5

While Emily was using Molly's ipod, it fell on the ground and broke.

What should Emily do?

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Conflict Resolution #13

Act it out!

You are working with a partner in math and your partner tells you that you are doing the math wrong.

What can you do?

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Conflict Resolution #16

Act it out!

You and a friend disagree about what the best music of today is.

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Conflict Resolution #14

You lost your pen. Then, you see the same pen on Sandy's desk.

What do you do?

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Conflict Resolution #19

When you were mad at a friend, you said some mean things that you didn't mean.

What can you do?

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Conflict Resolution #17

Your dad says you can't go out with your friends until your room is clean. You really don't want to clean your room.

What can you do?

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Conflict Resolution #20

Someone in math class throws a pencil and it hits you in the back.

What can you do?
What are the consequences for your action?

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Conflict Resolution #18

Your teacher gives you a 0% on an assignment that you are sure you turned in.

What can you do?

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Make Your Own

Use these cards to:

- Make your own social skills task cards with specific situations for your students

OR

- Have students make up their own social skills task cards
 - Have students share with partners or the class

Topic: ----- Card # ----

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Topic: ----- Card # ----

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Topic: ----- Card # ----

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Topic: ----- Card # ----

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Name: _____

Date: _____

Journal Response

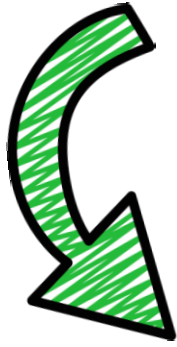
Topic: _____

Card # _____

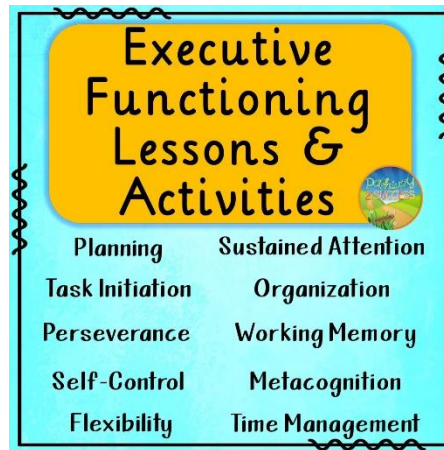
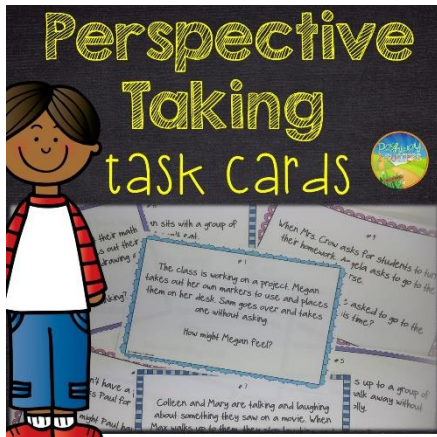
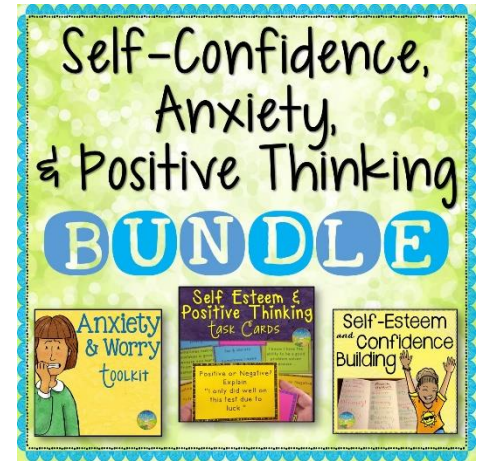
Respond to the card below. Support your response with explanations and examples.

Questions to consider: Why do you feel that way? Have you experienced anything similar? How would you feel? How would someone else feel? How will you use this in life (both inside and outside of school)?

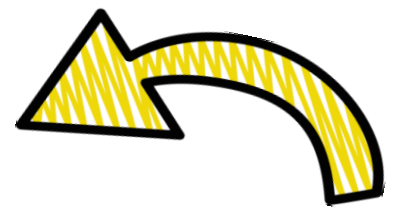
MORE Social & Emotional Resources!



Build confidence, encourage positive thinking, and reduce anxiety.

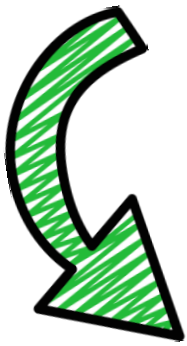


Lessons, worksheets, task cards, and practice to teach the necessary skills kids need.

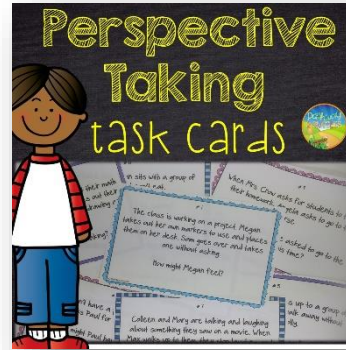


Click here to check out all of my social and emotional materials!

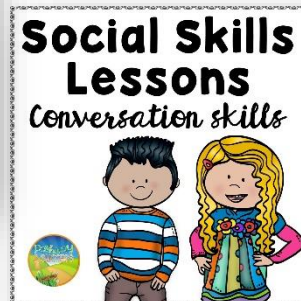
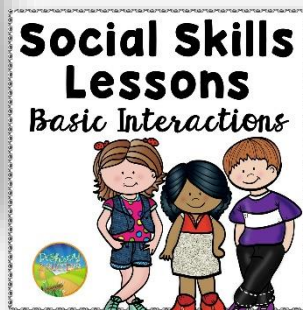
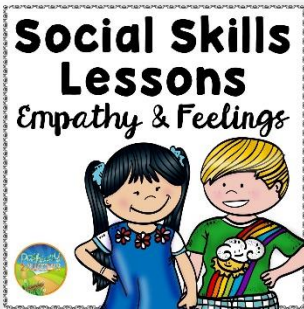
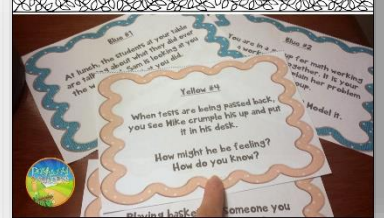
MORE Social Skills!



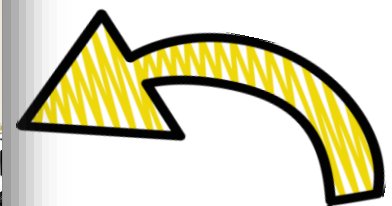
Sets of 80 social skills and perspective taking task cards that highlight real social situations.



Social Skills Task Cards



These lessons include several pages, practice, role play, and discussion questions focusing on learning social skills.



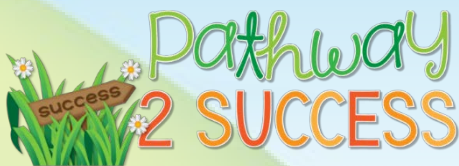
[Click here](#) to check out all of my social skills materials!

About the Author



Kristina Scully has been a special educator for over 10 years. She has a bachelor's degree in special and elementary education from the University of Hartford, along with a master's degree in special education with a specialization in autism from the University of St. Joseph. She has worked extensively with kids and young adults with behavioral challenges, learning disabilities, autism, ADHD, anxiety, and other needs.

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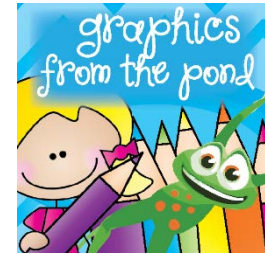
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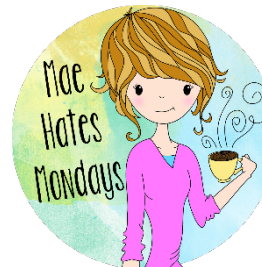
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