

Social Bridges® Tool Box: A Social Skills Curriculum



High School Sample

Targeted Grades – Ninth- Twelfth

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Module Five

Overview

Skill Review

- Identifying and Measuring feelings

Module Skills

1. Reading and Responding to Social Cues (In Person)
2. Social Cues on Screens

Terms

- Social Cues
- Red Light Cues
- Green Light Cues
- Yellow Light Cues
- Hyper texting

Lesson Structure	
Skill Review: Identifying and Measuring Feelings <ul style="list-style-type: none">• Earthquake-o-meter	15
Skill 1: Reading and Responding to Social Cues <ul style="list-style-type: none">• Skill Introduction/Instruction• Skill Practice: "Red Light/Green Light" Scenarios Video Clips	20
Skill 2: Social Cues and Screens <ul style="list-style-type: none">• Skill Introduction• Skill Practice	20

Materials Needed:

- Earthquake-o-meter – jump rope and signs: just right, tremor, earthquake
- Red and Green Light icons (Manual page 65)
- Social Cues poster
- Video clips
- Social Repair Poster

Handouts:

- Photographs (page Error! Bookmark not

Skill Review: Identifying and Measuring Feelings

Earthquake-o-Meter

Facilitator:

Let's put our skills and tools together to:

- Read our body signals and recognize when we are starting to have a Tremor.
- Name the feeling.
- Use Calming Tool(s) to keep or bring down the feeling to Tremor or to Just Right level.

Objective:

Students rate the perceived intensity of feelings described in social scenarios by standing on the spot on the Earthquake-o-Meter (a jump rope spread out in a straight line) that matches their feelings.

The student then chooses a Calming Tool and moves to lesser intensity on the Earthquake-o-Meter.

Directions:

1. Facilitator spreads out Earthquake-o-Meter

Place the signs as follows:

Just Right sign on left side of rope

Tremor sign in the middle of rope

Earthquake sign on the right side of rope

2. Two word banks are written on board based on student contributions:

Calming Tools: Deep Breathing, Push-Pull-Relax, Pretzel Hug, Calm Place, Positive Self-Talk. (Students can contribute additional ideas)

Feelings Words: Happy, sad, frustrated, scared, annoyed, proud, irritated, silly, worried

3. Facilitator reads a social scenario aloud and chooses a student to:

- Rate the intensity of his or her feelings in that situation by standing on the appropriate place on the Earthquake-o-Meter that matches his or her feelings.
- Give the emotion he or she is feeling a name from the word bank.
- Choose a Calming Tool he or she would like to use.
- Move to the Tremor or Just Right part of the Earthquake-o-Meter that shows how he or she may feel after using a Calming Tool.
- If that Calming Tool did not work well enough, what could you do next?

4. Facilitator reads and students rate additional scenarios.

Facilitator can create new scenarios that relate to those that have occurred in school.

Scenarios:

- You really studied hard for your science test but you got a C.
- You walk in your room. Your younger brother is there without permission going through all your stuff.
- You are a huge Harry Potter Fan and you are invited to go with a friend to Universal to ride the Hogwarts Express and visit Diagon Alley.
- You were looking forward to going to the beach and it rained all weekend.
- You came to school with a new hair style and everyone complemented you.
- You had a great time at the movies with your friends over the weekend.
- You have a group project in social studies and one of the kids is not doing his part. How is your project going to get done?
- You tried out for the chess team and made it!
- You wanted to go out with your friends but you did not finish your school project and had to stay home to finish.
- You washed your phone with the laundry and you have to earn money to replace it.

Skill 1: Reading and Responding to Social Cues



Skill Introduction: Watching and listening to see if others want to talk/hang out

Social Cues Links: Facilitator shows the following YouTube video clip.

https://www.youtube.com/watch?v=JYV2_AdiZJQ

Recommend that students watch the clip in its entirety. The second time facilitator stops and discussed topics as indicated by the time marks below:

:26

Personal Space: Facilitator calls upon two students to model standing too close to each other and too far away from each other

:38

Body Language: Facilitator models both closed arms and open stance.

1:10

Eye Contact: What does eye contact indicate?

- Is eye contact the same as staring at someone? How is it different?
- Facilitator role plays conversation with students giving lack of eye contact.
- Facilitator asks student how he or she felt when no eye contact was given

1:18

Tone: Facilitator models using the same words in two different tones e.g. "Whatever" – sarcastic and pleasant/agreeable

1:34

STOP CLIP

Facilitator:

When we communicate with someone there is the *meaning* of the words. The rest of the communication includes:

- Tone of voice (how our voice sounds) such as: angry (using angry tone) or friendly (using friendly tone),
- Voice *volume*, such as: how loud or soft we are talking
- Facial expression and body language
- Whether or not we use eye contact or look at people.

These are all called **social cues**.

Non-verbal communication is 93% of our communication; only 7% is the meaning of the words.

- ❓ When I want to talk or hang out with someone, how do I know if he or she wants to talk or hang out?

I watch and listen to see if he or she is giving me Green Light cues. It's like a traffic signal, green lights mean "Go". (Facilitator shows Green Light cue icon)

- ❓ Does this face (**show smile**) show that I'm listening or want to talk or hang out?
- ❓ If I look at you (**show eye contact**) does it show that I'm listening or want to talk or hang out?
- ❓ If I face towards you (**model**) does it show that I am listening or want to talk or hang out?
- ❓ What are some other ways we give green light cues? (Facilitator asks for students' input and writes on board.) List should include:

To give Green Light cues the other person is...

- smiling/showing a friendly face
- giving eye contact
- facing their body towards me

- calling me by name
- asking me a question
- inviting me to join in
- giving me a chance to speak

Green Light cues mean that I can “Go”, by continuing what I am doing or by joining in.

Like a traffic signal, **Red Light cues mean “Stop”**.

Red Light Cues mean that the other person is not listening nor wanting to talk or hang out. *(Facilitator shows Red Light Cue symbol or icon)*

Facilitator Asks:

🗣️ What are some **Red Light cues** that signal the person does **not** want to talk or hang out?

Facilitator writes on board. List should include:

- not giving eye contact
 - turning their body away from me
 - not smiling
 - not respond to my questions or comments
 - talking at the same time I am
 - sarcastic responses
 - saying mean comments about me
 - using a mean tone
-
- What should you do if you see or hear **Red Light cues**?

Facilitator writes on board. List should include:

When I see Red Light cues I can...

- Ask myself: Am I doing or saying something that the other person may not like? Am I helping or taking away?
- Change what I am doing to match.
- Move on (visual cue of rolling hands one time –‘moving’ ending with palm up – ‘on’).
- Find another friend to spend time with or do something on my own.
- Get off my phone or iPad and interact with people rather than technology.
- Know whether I am giving Red or Green Light cues: I need to pay attention to how I sound and look to others.

Yellow Light Cue:

What happens when words and body, or words and tone do not match? This sends a mixed message. **Yellow Light Cues** mean that more information is needed. Like a traffic light, it means proceed with caution.

An example would be when a girl asks to sit down at the lunch table in an empty seat and says, “Can I sit here?” The girl next to her rolls her eyes and says, “Whatever.” The words mean “Do whatever you want to do,” which is a Green Light cue.” However, the tone of her voice and the rolling of her eyes are Red Light cues and do not match the meaning of the words.

Skill Practice: Video Clips

View Clips from Big Bang Theory and discuss:

<https://www.youtube.com/watch?v=mtYebAgNJsQ&index=5&list=PL72384BFFDC1820D3>

Discussion:

Stop video clip at the following time marks and discuss points (Suggested answers are in blue):

0:08 –

Did Sheldon ask an appropriate question? (**Yes**)

Did his tone match the situation? (**Yes**)

Did he receive a Red or Green Light cue from the lady? (**Green**)

0:16

Did Sheldon ask an appropriate question? (**Yes**)

Did his tone match the situation? (**Yes**)

Did he receive a Red or Green Light cue from the lady? (**Green**)

Was his response appropriate? (**No**)

Did he receive a Red or Green Light from the lady? (**Red**)

What made his response inappropriate? (***It was a conversation with a stranger***)

0:49

What appropriate social skills did Sheldon use in the conversation with the store employee? (***Eye contact, personal space***)

2:21

Leonard watched Sheldon's conversation with the little girl. Did he give Sheldon Red or Green Light cues? (**Red**)

What were the Red Light cues? (***Words, tone, action***)

Why do you think Leonard wanted to remove Sheldon from the situation (***It was not an appropriate conversation with a child/stranger***)

<https://www.youtube.com/watch?v=4fJSxbVSKLw&list=PL72384BFFDC1820D3&index=3>

0:07

Does Penny really want to be a waitress at the Cheese Cake Factory her whole life? (**No**)

How do we know? (**Tone, facial expression**)

What do we call it when the meaning of the words and the tone do not match? (**Sarcasm**)

Skill 2: Social Cues and Screens

Skill Introduction: What message are you sending?

Facilitator:

When we text, e-mail, or use social media we are communicating through words (and sometimes pictures.) We do not have facial expression or body language help us know what is being communicated. It can be hard to know the social expectations.

Note: The photographs on the following pages can also be found in the Handouts section, page **Error! Bookmark not defined.**



🗣️ Is the girl in the black pants showing that she wants to talk to the other girls?

What are some examples of her Red Light cues?

- Body turned away
 - Looking at her phone (no eye contact)
- 🗣️ What message do you give other people, if you respond to texts when you are with them (that the text is more important than they are).



- ❓ What kind of cues is the guy in the picture giving his sister? (Red Light cues - by continuing to look at his phone when she is clearly talking to him and touching his arm to get his attention.)

Technology Red Light cues: Texting, checking e-mail or playing games on your phone when interacting with others also give Red Light cues by showing that whatever else you are doing is more important than the interpersonal interaction.

Discussion:

- You are out to dinner with friends and you keep getting texts. What can you do?

Turn off your phone and put it away. Some teens all put their phones face down, in the middle of the table. The first person who answers their text pays the bill for dinner.

- If I go to the school dance and am on my phone, am I giving others the signal that I want to talk or dance?
- If I go to a party at a friend's house and spend much of the evening gaming on my phone, am I showing others I want to be there and join in what they are doing?



Friends are out over the weekend playing mini golf. They stop at each hole, do a funny pose together and take a selfie. Are they giving Red Light or Green Light cues?

(Green Light cues, all joining in together and making it part of the activity)

- If you text someone once and they do not respond – is that a Green Light cue to continue to text or a Red Light cue that they are not available?
- If I text someone and they do not answer me right away what should I do?
 - a. Text again in capital letters to how them I am getting aggravated.
 - b. Call him/her
 - c. E-mail him/her
 - d. Post a message to him/her on Facebook
 - e. Wait a bit to see if he/she responds
- If you are not sure that the text was received what could you do?

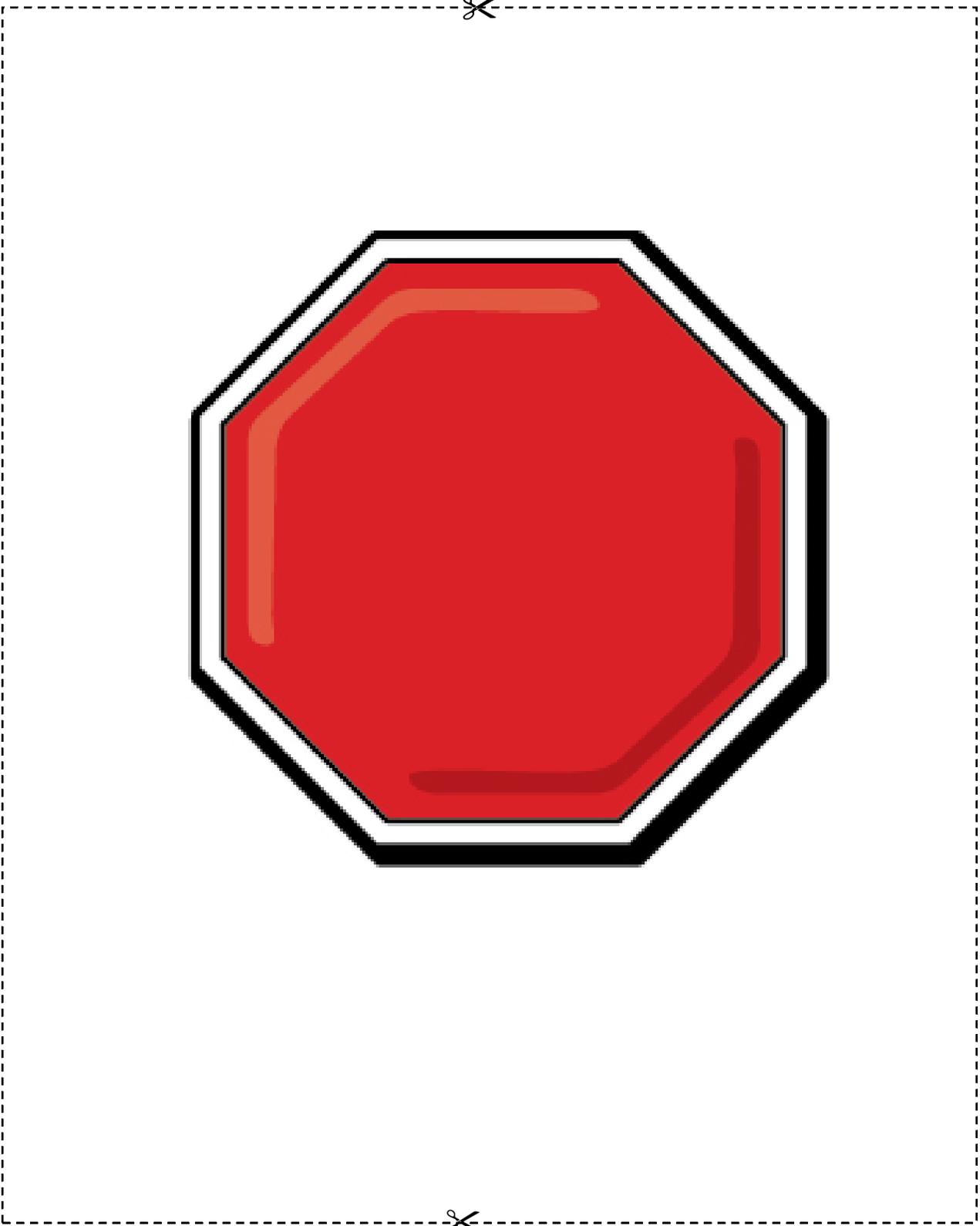
Send a text or leave a Voice Mail – ‘just checking to see if you saw my text or let me know when you have a second’

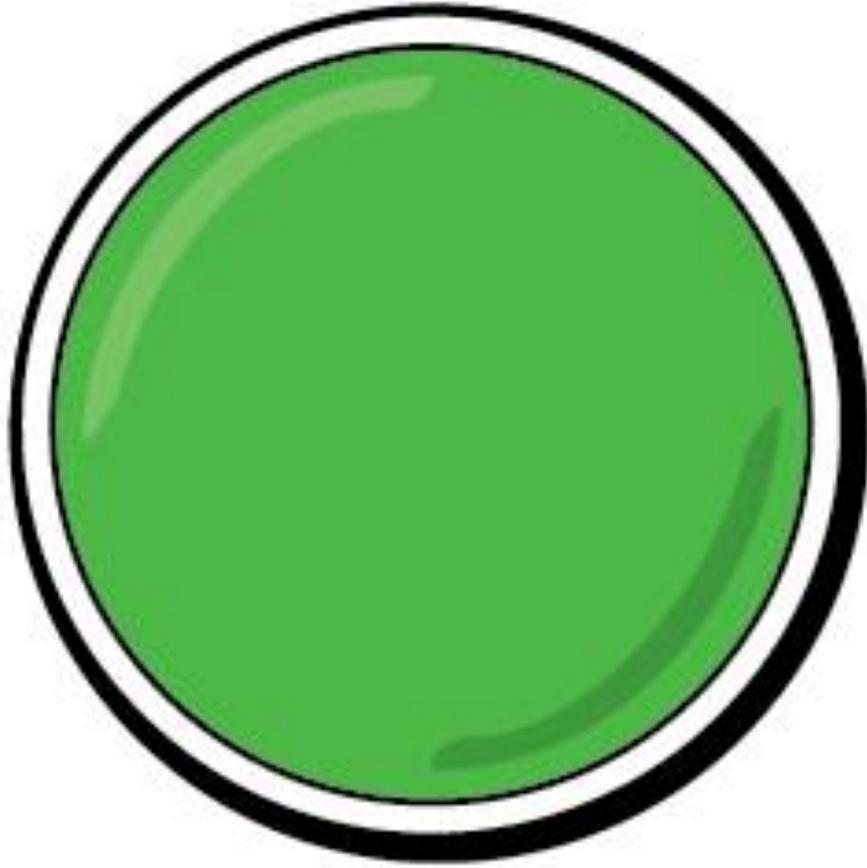
Discussion

Texting over and over again without a response is called **hyper texting**.

- Do you think hyper texting is helpful or could it cause a social crash where someone gets annoyed with me?

Hyper texting is like saying someone's name over and over again, louder and louder to get his/her attention.





Bridges to Home

High School: Module Five

Dear Families,

Today in Social Bridges® we learned and practiced the following social skills:

(3) Reading and Responding to Social Cues, (2) Social Cues on Screens (technology) and Social Repair

(1) Reading and Responding to Social Cues - Red and Green Light Cues



Social cues are the “rest of” the communication in addition to the meaning of the words that signal if another person wants to talk/interact/play. Social cues are shown/ given and read/responded to.

Red Light cues show others that we do not want to talk/hang out/interact. Like a traffic signal, Red Lights mean STOP and move on – by changing what you are doing. Examples include body language (body turned away, arms crossed, fists made, feet stomping, body sprawled on the floor, etc.), facial expressions (“angry face”, frowning, scowling, crying, daydreaming, etc.), and vocal expressions (“no” responses, angry tone, too loud/soft volume, etc.).

Green Light cues are signals that show others you are interested in talking/interacting and include eye contact, facial expressions (“friendly face”), body facing towards others, and friendly tone. Like a traffic signal – green lights mean GO - continue what you are doing.

Coach: “Is that a Red Light or a Green Light cue?”

“Show me what Red Light means.”

For Red Light cue: “How can you move on?”

Reinforce: “Your face and body let me know that you don’t want to talk now.”

“Way to give Green Lights by looking/smiling.”

Practice at Home:

- Together with your teen, look at family photos or pictures in magazines and try to identify if those pictured are showing green light cues or red light cues.
- Watch with your teen a section of an unfamiliar movie on DVD, TV show, or a clip via You Tube without the volume. Read the social cues (facial and body expression, positioning) to determine what the characters may be feeling. Watch again with the volume and see if you are correct.

(2) Social Cues on Screens (Technology)

Technology Red Light cues: Texting, checking e-mail, or playing games on your phone when interacting with others also gives Red Light cues by showing that whatever you are doing on your phone is more important than the interpersonal interaction.

Social Cues are difficult to interpret through technology. There are certain social expectations to match:

- Answering texts or e-mails when you with other people give red light cues that the person you are communicating with through technology is more important than the person you are with face to face.
- **Hyper texting** – show graphic

Texting over and over again without a response from the other person is called hyper texting. Hyper texting can cause a social crash where someone gets annoyed. Hyper texting is like saying someone's name over and over again, louder and louder to get his/her attention.

Practice at Home:

Teens who tend to be very concrete or have language issues may benefit from ongoing discussion and modeling with appropriate communication with technology. Parents can help by:

- Ask your teen to teach you the abbreviations used in texting, social media. This keeps you “in the know” and helps you know if your teen’s communications are on target.
- Review the meaning of emojis with your teen to make sure he/she is using them appropriately.
- Check your teen’s texts in a random way to make sure he/she is matching social expectations.
- Model use of appropriate use of technology by being “present” (off screen) in your interactions with your teen and at family or social functions.

More information on Texting and Social Media to follow in Module 15