

# The SCORE Skills Student Folder Materials

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Appendix C/Cue Card #1

## The SCORE Skills

**S**hare ideas

**C**ompliment others

**O**ffer help or encouragement

**R**ecommend changes nicely

**E**xercise self-control



## The SEE Steps

### Sound

HOW YOUR VOICE SOUNDS

- Pleasant
- Neutral



### Expression

HOW YOUR FACE LOOKS

- Pleasant
- Neutral



### Eye contact

LOOKING INTO THE OTHER  
PERSON'S EYES



## Appendix B/Lesson 1

# Crossword Puzzle

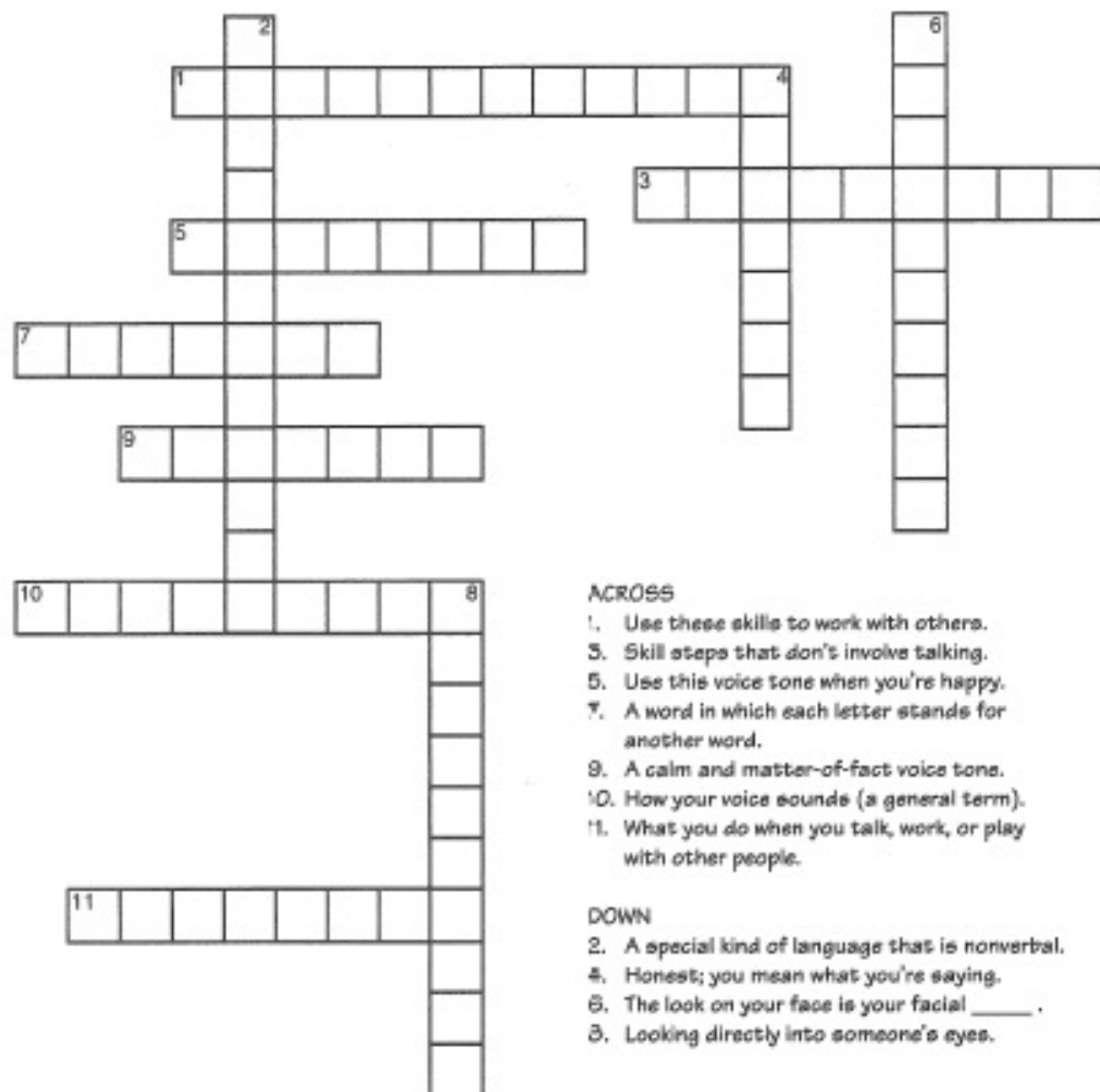
Directions: Complete this crossword puzzle using the following words:

Voice tone  
Acronym  
Eye contact

Social skills  
Sincere  
Body language

Interact  
Pleasant  
Expression

Nonverbal  
Neutral



### ACROSS

1. Use these skills to work with others.
3. Skill steps that don't involve talking.
5. Use this voice tone when you're happy.
7. A word in which each letter stands for another word.
9. A calm and matter-of-fact voice tone.
10. How your voice sounds (a general term).
11. What you do when you talk, work, or play with other people.

### DOWN

2. A special kind of language that is nonverbal.
4. Honest; you mean what you're saying.
6. The look on your face is your facial \_\_\_\_\_.
8. Looking directly into someone's eyes.

Appendix B/Lesson 1

# What's the Expression?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Select one word from the list below that best describes how the alien feels. Write that word under the alien it describes.

Bored  
Thinking  
Angry

Greedy  
Sick  
Confused

Happy  
Frightened  
Frustrated



1. \_\_\_\_\_



2. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_



9. \_\_\_\_\_

Appendix C/Cue Card #3  
**Share Ideas**

**S**ound: pleasant  
**E**xpression: pleasant  
**E**ye contact

Tell your idea.



Appendix C/Cue Card #4  
**Compliment Others**

**S**ound: pleasant  
**E**xpression: pleasant  
**E**ye contact

Say something nice.



Appendix C/Cue Card #5  
**Offer Help or Encouragement**

**S**ound: pleasant  
**E**xpression: pleasant  
**E**ye contact

Ask if the person wants help.

Give help.

Offer encouragement.



Appendix C/Cue Card #6  
**Recommend Changes Nicely**

**S**ound: neutral  
**E**xpression: neutral  
**E**ye contact

Say what was good.

Explain what could be changed.

Make a suggestion.



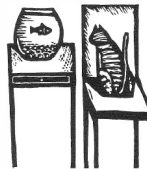
Appendix C/Cue Card #7  
**Exercise Self-Control**

**S**ound: neutral  
**E**xpression: neutral  
**E**ye contact

Count to 5.

Ask a question.

Say "thanks" or "okay."



## Appendix B/Lesson 3

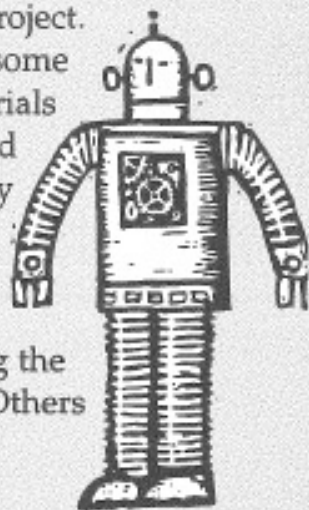
# Role-Play Sheet

### Directions:

Use these role-play situations to practice the Compliment Others Skill with your partner. Each person should demonstrate one situation using all the Compliment Others Skill Steps.

### Example situation for Compliment Others:

Your class is working on a science project. Kari brought some unusual materials from home and created a really interesting robot. Role-play this situation using the Compliment Others Skill.



### Example response:

"Kari, that is an awesome robot!"

### Role-Play Situations

1. You and your group are working on an assignment. Joan, a member of your group, has neatly written down all of the ideas that were mentioned. Role-play this situation using the Compliment Others Skill.
2. You and your group are working on an assignment. Jill, who usually doesn't say too much, mentioned several good ideas. Role-play this situation using the Compliment Others Skill.
3. You and your group are working on an assignment. Just before the group was supposed to turn in their papers, Tom remembered something that the group had forgotten to do. Everyone hurried and got it done, and received a good grade on the assignment. Role-play this situation using the Compliment Others Skill.
4. You and your brother are trying to think of a birthday present for your mom. Your brother has just suggested a gift that you really like. Role-play this situation using the Compliment Others Skill.

## Appendix B/Lesson 4

# Role-Play Sheet

### Directions:

Use these role-play situations to practice the Offer Help or Encouragement Skill with your partner. Each person should demonstrate one situation using all the Offer Help or Encouragement Skill Steps.

### Example situation for Offer Help or Encouragement:

Your friend, Mark, tells you he is worried about the baseball game Saturday. Even though the game is just for fun, he is worried that he will play terribly and that it will be embarrassing. Role-play this situation using the Offer Help or Encouragement Skill.

### Possible response:

"Mark, I've seen you play baseball, and you play fine. I think you'll do great, but if



you want to practice hitting a few balls, let's do it. What do you say?"

### Role-Play Situations

1. You and your group are working on an assignment. Kelly is worried that she will do her part of the assignment wrong. You think she will do okay. Role-play this situation using the Offer Help or Encouragement Skill.
2. You and your group are working on a math assignment. John is having trouble with three problems and is fairly upset. Role-play this situation using the Offer Help or Encouragement Skill.
3. You and your group are working on an assignment. Pete knows most of the answers, but he's having trouble spelling them. He's frustrated. Role-play this situation using the Offer Help or Encouragement Skill.
4. Your friend, Mary, has to clean her room before she can leave the house. She is upset and discouraged. Role-play this situation using the Offer Help or Encouragement Skill.

## Appendix B/Lesson 5

# Role-Play Sheet

### Directions:

Use these role-play situations to practice the Recommend Changes Nicely Skill with your partner. Each person should demonstrate one situation using all the Recommend Changes Nicely Skill Steps.

### Example situation for

#### Recommend Changes Nicely:

You and your partner are working on a vocabulary assignment. Jane has good ideas for using the vocabulary words in sentences. You notice, though, that she has misspelled one of the words on her page. Role-play this situation using all the Recommend Changes Nicely Skill Steps.

### Possible response:

"Jane, I like your sentences—you did a good job. Have you checked for spelling yet? I think one of the words is misspelled. The word 'there' is 't-h-e-r-e.'"



### Role-Play Situations

1. You and your partner, Harry, are looking up information about presidents of the United States. You notice that Harry has good information, but has incorrectly written that Washington was president in **1978** instead of **1789**. Role-play this situation using the Recommend Changes Nicely Skill.
2. You and your group are working on a math assignment. Everyone is checking each other's papers. Ann has answered 15 problems correctly. However, two of her problems are wrong. Role-play this situation using the Recommend Changes Nicely Skill.
3. You and your group are identifying the capitals of six states. Everyone is checking each other's papers before the teacher collects them. You notice that Martha has the right answers for five states, but she has left one state blank. Role-play this situation using the Recommend Changes Nicely Skill.
4. Your brother is ironing his shirt and asks you how it looks. You notice he has carefully ironed everything except one of the sleeves. Role-play this situation using the Recommend Changes Nicely Skill.

## Appendix B/Lesson 6

# Role-Play Sheet

### Directions:

Use these role-play situations to practice the Exercise Self-Control Skill with your partner. Each person should demonstrate one situation using all the Exercise Self-Control Skill Steps.

### Example situation for Exercise Self-Control:

You and your partner are working on an assignment together.

Your partner has just told you that you've done the last two problems incorrectly. Role-play this situation using all the Exercise Self-Control Skill Steps.



### Possible response:

Pause and think about your response. Then ask, "Oh. What did I do wrong?" Listen to the response. Then say, "Okay. Thanks."

### Role-Play Situations

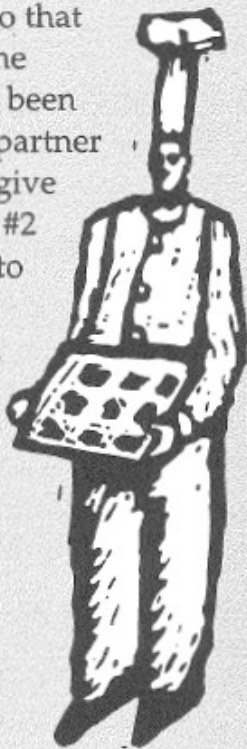
1. You and your group are checking each other's papers before the teacher collects them. Jack, who has just checked your paper, tells you that your answer to Problem #6 is wrong. Role-play this situation using the Exercise Self-Control Skill.
2. You and your group are checking each other's papers before the teacher collects them. Joe, who has just checked your paper, suggests that you rewrite the answer to Problem #8 because it is hard to read. Role-play this situation using the Exercise Self-Control Skill.
3. You and your group are working on an assignment. You have an idea and share it with the group. Tony says he doesn't think the idea will work for this assignment. Role-play this situation using the Exercise Self-Control Skill.
4. Your dad has just told you that the last paragraph of your book report doesn't make sense. Role-play this situation using the Exercise Self-Control Skill.

## Appendix B/Lesson 7

# Role-Play Sheet #1

### Directions:

Use the role-play situation on this page to practice all of the SCORE Skills with your partner. Read the lines in italics to your partner. Prompt your partner to use one of the SCORE Skills each time you stop talking. If your partner uses the correct skill appropriately, place a checkmark in the box next to that skill. When all the statements have been read, give your partner feedback. Then give Role-Play Sheet #2 to your partner to read the other situation to you. Remember: Each sentence is a prompt to use one of the SCORE Skills.



### Situation #1

*You and I are writing menus for a week. Each day's menu must include three well-balanced meals and two healthy snacks. I'll begin.*

*Well, for breakfast during the week, we can have cereal, milk, and juice. Then on the weekend, we can have pancakes on Saturday, and eggs on Sunday.*

Your partner should use the Compliment Others Skill.

*I get kind of bored always having a sandwich for lunch. Can you think of anything else?*

Your partner should use the Share Ideas Skill.

*As for our after-school snack, I think Twinkies would be nice.*

Your partner should use the Recommend Changes Nicely Skill. (Hint: Twinkies are not healthy snacks.)

*Your dinner for Friday is all wrong.*

Your partner should use the Exercise Self-Control Skill.

*Boy, I just can't come up with any green vegetables for our weekend menus. I hate this!*

Your partner should use the Offer Help or Encouragement Skill.

## Appendix B/Lesson 7

# Role-Play Sheet #2

### Directions:

Once you and your partner have completed Role-Play Situation #1, switch roles and role-play the situation on *this* page. That is, the person who responded in Situation #1 now reads the lines in italics on this sheet, and the person who read the lines in the previous role-play now responds.

If your partner needs help, prompt him or her to use one of the SCORE Skills or suggest which skill to use. If your partner uses the correct skill appropriately, place a checkmark in the box next to that skill. When all statements have been read, give

your partner  
feedback.



Remember:  
Each sentence is a prompt to use one of the SCORE Skills.

### Situation #2

*You and I need to make a list of all 50 states and their capitals. I'll begin.*

*Let's see. I can think of three states to start with: Kansas, Wisconsin, and New Jersey.*

Your partner should use the Compliment Others Skill.

*Oh, I thought of one more state, California. What about you?*

Your partner should use the Share Ideas Skill.

*I think what you just said is a town, not a state. Try to just name states.*

Your partner should use the Exercise Self-Control Skill.

*I'm having a lot of trouble spelling these states. I'm really getting frustrated.*

Your partner should use the Offer Help or Encouragement Skill.

*Could you check this list so far? (Show your partner the list below. Hint: Some items are not spelled correctly.)*

Your partner should use the Recommend Changes Nicely Skill.

#### States

Kansas

Wisconsin

#### Capitals

Topeka

Madison

Appendix B/Lesson 7  
**Looking for SCORE**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Pay attention to your teacher's social skills. When you see your teacher use one of the SCORE Skills, place a check by that skill and write down what was said on the lines below.

**Share Ideas**

My teacher said, \_\_\_\_\_  
\_\_\_\_\_

**Compliment Others**

My teacher said, \_\_\_\_\_  
\_\_\_\_\_

**Offer Help or Encouragement**

My teacher said, \_\_\_\_\_  
\_\_\_\_\_

**Recommend Changes Nicely**

My teacher said, \_\_\_\_\_  
\_\_\_\_\_

**Exercise Self-Control**

My teacher said, \_\_\_\_\_  
\_\_\_\_\_