

Skill Area(s):
 Nonverbal Language
 Conversation
 Behavior/Stress

The BORING Moment & Social Fake

From Michelle Winner Garcia's conference and based on her books Thinking about YOU Thinking about ME and Inside Out: What Makes a Person with Social Cognitive Deficits Tick?

<http://www.socialthinking.com>

Level: intermediate, advanced

Topic:

Goal: how to fake interest and really mean it – a lesson in reality

Materials needed: none, attached are pictures for use as a follow up activity

Activity:

- Brainstorm with the students things that they “expect” to occur everyday and make a list. This could include: the sun rising, food in the lunch room, waking up, etc.
- BUT they forgot to list one that occurs all the time: the BORING moment. Talk about what a BORING moment might be for each person and what your body might look like during it.
- The BORING Moment occurs when a student doesn't understand or “like” the topic especially in a group activity. So you can explain the yes life does have boring moments but their job is to get through it without distracting others or themselves.

So now you get to teach them how to out-clever other people by using the “Social Fake”. This makes other people think you are thinking about them when you really might be thinking about bananas or pizza or a TV show or a video game..... It is the secret or magic trick to use in the classroom and stay out of teacher trouble and to use in a conversation when the person talking goes on and on and on and on. The social fake is what you do with our bodies, faces or words to help convince a conversational partner that you are still interested or to convince a teacher that you are listening and thinking about the lesson. If this makes you wonder,” What in the world are teaching kids????” just think about how many times you do this at work, with your family members, etc.... This is what makes us good communicators.

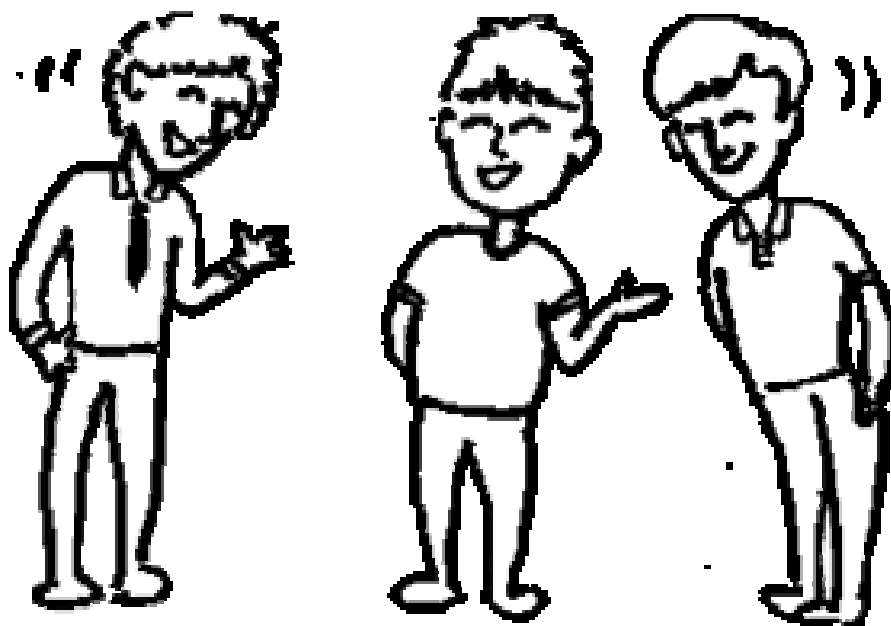
- Brainstorm ways our body shows someone we are listening: head nods/shakes, eyes/knees to speaker, eyebrow movement, smiling, shoulder shrugs, raised hands, sitting tall, chin on hand, uh uh, oh, ok, yes, etc.
- Practice this- have students use these mannerisms while one person is reading from a book or explaining a game, or whatever- discuss what you saw- Do this again and have one or two students be detectives and watch the group to report back mannerisms – Did they see good social fakes? Why or why not?
- Brainstorm ways our body shows someone we are NOT listening: yawn, sighs, head on desk, eyes/knees pointed away from the speaker, yelling this is boring, looking at a clock/watch, eyes closed, wandering the room, fidgets on top of desk,
- Practice this- have students use these mannerisms while one person is reading from a book or explaining a game, or whatever- discuss what you saw- Do this again and have one or two students be detectives and watch the group to report back mannerisms – Did they see good social fakes? Why or why not?

Follow up suggestions:

- Have the students break up into pairs and practice the social fake while their partner talks and talks and talks about a boring topic. Explain the topic may be interesting but it that's ALL they talk about and they don't let you talk then it runs smack into the BORING moment. We gave students a topic to talk about – for some we gave them a topic they really liked and explained how it could turn into the BORING moment.
- TOPIC Ideas: rocks, reading a manual for the DVD, grass/lawn care, shopping, earaches, dusting, how to tell time, different colors for electrical cords
- Find pictures on the internet (Google search- boring, listening, etc.) or other sources and discuss who looks like they are or are not using a good social fake (SEE some attached)

***** Students may need specific instructions about still listening during boring moments. Use the worksheets found in the Problem Solving activity (pgs 16-17 from Inside Out: What Makes a Person with Social Cognitive Deficit Tick? by Michelle Winner Garcia). Use the worksheets to brainstorm what could happen if you did the social fake all the time, what would be good or bad choices and consequences?



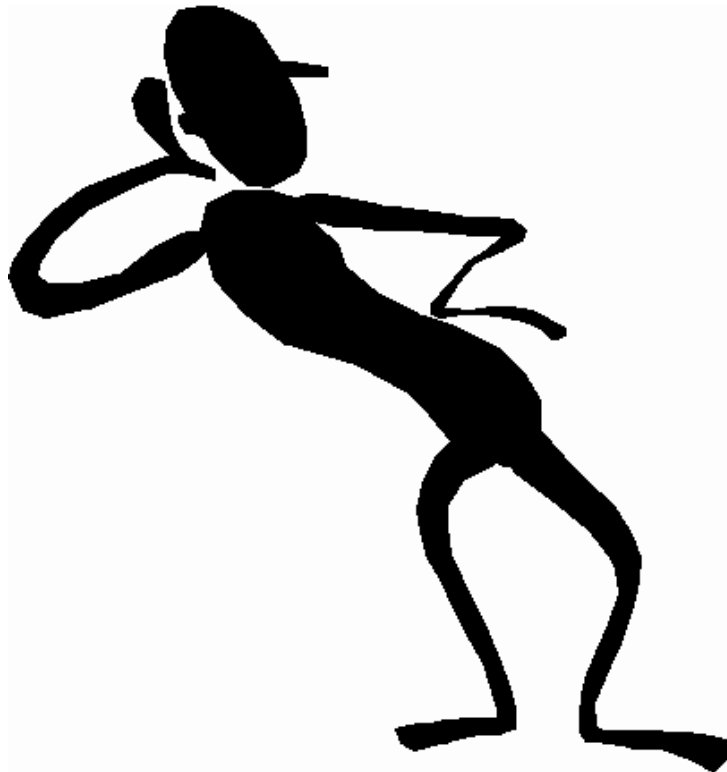


Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)





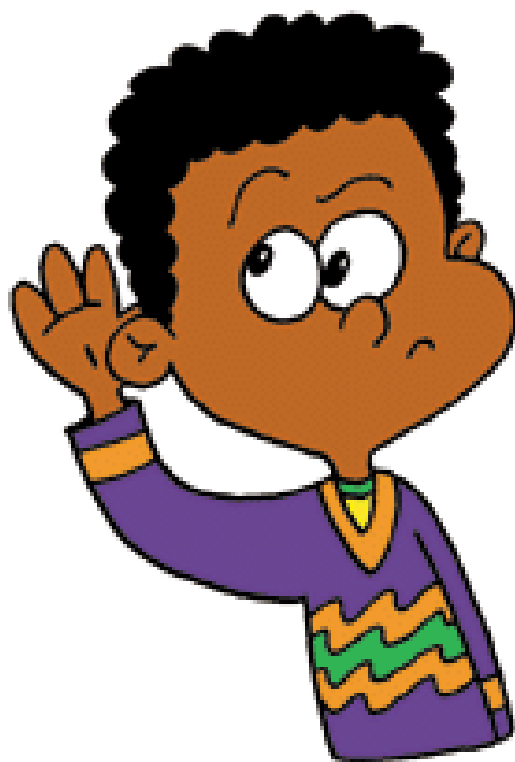
Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)

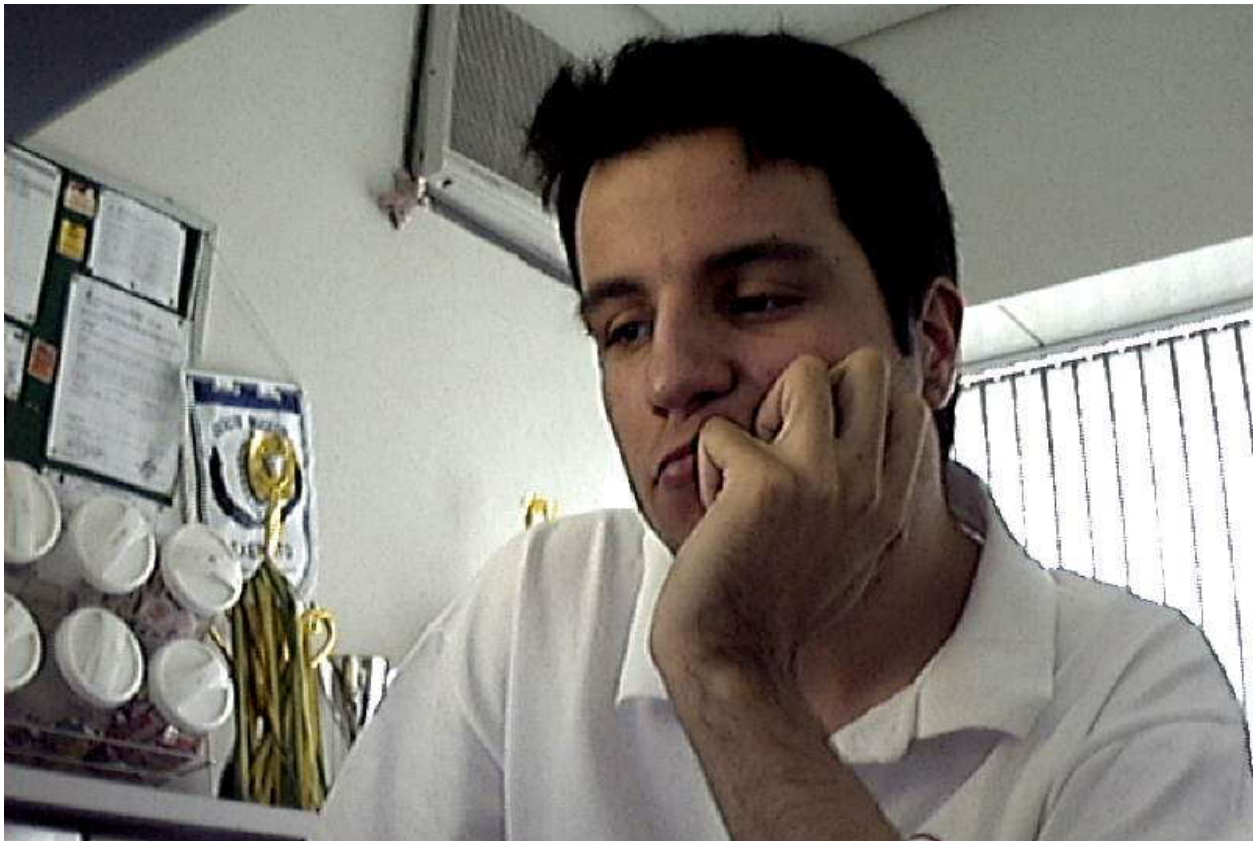


Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)



Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)





Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)



Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)



Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)



Social Skills Activities ~ 2004 Summer Writing
Liz Stock (OT), Mandy Shearer (SLP) and Cindy Meester (SLP)





