

## Introduction

Help students deal with challenging social situations using *Webber® Pragmatics Playing Cards*. With four decks (208 cards) and a real-life situation on each playing card, students will learn how to interact appropriately with peers and adults in a variety of settings and circumstances. The four, 52-card decks address:

- Basic Skills
- Classroom Skills
- Peer Interaction Skills
- Adult Interaction Skills

The card scenes highlight common social-skill issues such as making introductions, using proper body language, dealing with anger, staying on topic, showing respect, and more. After reading the scenario on a card, students decide if the main character did the right thing and use the *Super Duper® Secret Decoder* to check their answers. Follow-up questions invite open-ended discussions about each topic.

Best of all, the four decks of playing cards will engage students as they play games such as *Crazy Eights*, *Hearts*, *Old Maid*, *Go Fish* and more. This booklet includes instructions for a variety of card games.



## Practicing Good Pragmatics

When you're introducing the *Webber® Pragmatics Playing Cards* to students, be sure to discuss the four basic components of pragmatics: verbal language, gesture, affect, and gaze.

The *verbal language* component includes the words, phrases, and sounds people use to communicate. The ability to adapt language to suit various social situations can often affect how a child shows respect, politeness, empathy, and more. For example, one would likely use different words and phrasing when speaking to a classmate versus a teacher.

*Gesture* involves using the hands, legs, body, and head to communicate. How people present themselves nonverbally often affects first impressions. Standing too close to someone, poor hygiene, and using an inappropriate facial expression are examples of body language that can negatively affect a conversation.

Also, teach students to stay conscious of how they “affect” their speech. *Affect* refers to the tone of voice, emotion, and rate of speech people use in social language. Failure to control these aspects of communication can contribute to negative impressions regardless of what is actually being said.

*Gaze* is another vital component of social language. If a student uses too much or too little eye contact, it can generate discomfort in the person with whom he/she is conversing. Teach students that eye contact is a way of showing someone that he/she has your attention, but that it can also make someone feel uncomfortable if the eye contact is held for too long.

## Card Game Vocabulary

**Discard Pile:** A stack of cards, usually in the center of the table, made from cards that players remove from their hands.

**Face Card:** A jack, queen, king, or ace.

**Hand:** The cards dealt to each player.

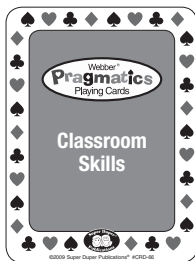
**High Card:** The card with the highest value (from lowest to highest: 2, 3, 4, 5, 6, 7, 8, 9, 10, Jack, Queen, King, Ace).

*Note: An ace is sometimes played as the card with the lowest value.*

**Rank:** A playing card's value based on its number (2, 3, 4, 5, etc.) or letter (J, Q, K, A).

**Suit:** The symbol on each playing card (hearts ♥, diamonds ♦, spades ♠, or clubs ♣). There are 13 cards of each suit in a standard 52-card deck.

## Pragmatics Playing Cards



## Simple Games

### Climb the Ladder

Deal all cards to both players. Starting with aces, players take turns reading the situations and answering the questions on cards in order of rank. For example, after all aces are played, players move on to twos, then threes, etc.

### Suits

Deal all cards. Decide on a suit for the round (hearts, clubs, diamonds, or spades). For example, if the suit is “hearts,” players take turns reading the situation and answering the question from hearts cards only until all of those cards are gone from their hands. Whoever discards the last heart card gets to keep the whole pile. Pick a different suit for the next round.

### Hide-a-Card

Hide cards around the room. Players take turns looking around the room while you (or other players) give them clues to find a card. When a player finds a card, he/she reads the situation and answers the question.

### Turn Takers

Deal all cards. Each player takes a turn reading a situation from his/her hand. The other players take turns answering the questions from the reader's cards.

### Team Work

Assign players to teams. Deal all cards. Each team takes turns answering a question read by another team. The teammates discuss their answer before they respond.

## Card Topics

### Basic Skills

- |    |                                 |
|----|---------------------------------|
| A  | Body Language                   |
| 2  | Accepting Criticism             |
| 3  | Accepting "No"                  |
| 4  | Apologizing                     |
| 5  | Introductions                   |
| 6  | Dealing with Fear               |
| 7  | Dealing with Anger              |
| 8  | Taking Turns                    |
| 9  | Showing Respect                 |
| 10 | Accepting Consequences          |
| J  | Expressing Feelings             |
| Q  | Using Humor                     |
| K  | Staying On and Switching Topics |

### Classroom Skills

- |    |                                 |
|----|---------------------------------|
| A  | Asking Questions                |
| 2  | Getting the Teacher's Attention |
| 3  | Accepting Compliments           |
| 4  | Giving Compliments              |
| 5  | Dealing with Success            |
| 6  | Dealing with Failure            |
| 7  | Group Participation             |
| 8  | Asking for Help                 |
| 9  | Asking Permission               |
| 10 | Expressing an Opinion           |
| J  | Giving Information              |
| Q  | Dealing with Embarrassment      |
| K  | Listening                       |

## **Peer Interaction Skills**

- |    |                              |
|----|------------------------------|
| A  | Accepting Apologies          |
| 2  | Agreeing or Disagreeing      |
| 3  | Asking a Favor               |
| 4  | Dealing with Teasing         |
| 5  | Dealing with Bullying        |
| 6  | Dealing with Peer Pressure   |
| 7  | Maintaining Friendships      |
| 8  | Telling on Others            |
| 9  | Giving Advice                |
| 10 | Joining a Conversation       |
| J  | Visiting a Sick Friend       |
| Q  | Compromising                 |
| K  | Expressing Empathy and Grief |

## **Adult Interaction Skills**

- |    |   |
|----|---|
| A  | Accepting Discipline                      |
| 2  | Following Directions                      |
| 3  | Getting Information                       |
| 4  | Making a Suggestion                       |
| 5  | Reporting Emergencies                     |
| 6  | Reporting Inappropriate Behavior          |
| 7  | Shopping Behavior                         |
| 8  | Theater Behavior                          |
| 9  | Volunteering                              |
| 10 | Following Safety Rules                    |
| J  | Making an Appointment                     |
| Q  | Talking on the Phone                      |
| K  | Using the Computer, Email, and Cell Phone |