

Positive Pragmatic Game Booklet Introduction

Choose the game board that targets your students' specific need. The target areas are:

1. Giving information: Let's Give Information. The object of this game is to explain how to sequence a given activity.
2. Persuasion: Talk Me Into It. The object of this game is to use language to convince or persuade.
3. Requesting: What Would You Ask? The object of this game is to ask questions in order to obtain more information.
4. Telephone etiquette: It's Telephone Time. The object of this game is to develop appropriate skills for telephone use.
5. Problem solving: What Should You Do? The object of this game is to interpret situations in order to solve problems.
6. Emotions: Feelings. The object of this game is to interpret and express feelings.
7. Figurative Language: What Do These Really Mean? The object of this game is to explain commonly used idioms.
8. Appropriate Interaction: What Should You Do Instead Of... The object of the game is to recognize and correct inappropriate behaviors.
9. Greetings and Politeness Markers: What Would You Say? The object of this game is to generate appropriate greetings, introductions, apologies and farewells, and to use a variety of politeness forms.
10. Topic Maintenance: Let's Keep the Conversation Going. The object of this game is to encourage students to take conversational turns when given a specific topic.



“Let’s Give Information”

The object of this game is to explain how to sequence a given activity.

1. Demonstrate and verbalize any sequential activity using props.
 - A. Make pudding.
 - B. Make popcorn.
 - C. Make a kite.
 - D. Plant a flower.
2. Have students choose an activity to demonstrate and verbalize using their own props.
3. Use prepared picture sequence cards (see our Super Duper® catalog!) to reinforce this skill.



“Talk Me Into It”

The object of this game is to use language to convince or persuade.

1. Role play various situations with your students to develop persuasive techniques.
2. Suggest topics and techniques that your students can practice at home.
3. As a group activity, develop lists of supportive statements which would effectively persuade someone to see things differently (as opposed to “nagging” to persuade).



“What Would You Ask?”

The object of this game is to ask questions in order to obtain more information.

1. Give the student the “Wh” words you want them to use.
2. Play “Twenty Questions” to identify a secret person, place or thing.
3. Write the situations given on the game board on index cards. Have your students choose a card and role play the stated situation.



“It’s Telephone Time”

The object of this game is to develop appropriate skills for telephone use.

1. Use real telephones as props to role play each situation. Have pencils and pads available to practice message taking skills.
2. Have children call their classrooms to practice telephone skills; let them answer your phone.
3. Teach your students the proper use of the telephone book; have them call information to obtain a telephone number.



“What Should You Do?”

The object of this game is to interpret situations in order to solve problems.

1. Have your students suggest problems they may wish to discuss.
2. Role play these and other problem situations with your students.
3. Have your students list various solutions to a given problem and discuss why one solution may be better than another.



“Feelings”

The object of this game is to interpret and express feelings.

1. Take photos of your students demonstrating various facial expressions and assemble a “Feelings Booklet.” Students can add personal comments in reaction to each emotion.
2. Find magazine picture that show various emotions and make a “feelings collage.”
3. Make a statement such as “I really wanted to go to that party but mom said, ‘No.’” Have your students choose a picture that reflects the mood of the speaker.