



Safety First

Group Activity: Social Studies - Lost in the Community Social Script

Objective:

Social scripts help students understand expected behaviors, routines, upcoming events, and a variety of social skills including perspective taking and social-emotional concepts.

Materials:

- "Lost in the Community" social script (provided)
 - Scissors
 - Hole punch
 - Ring for binding purposes (1 per prepared script)
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Preparation:

1. Print the social script pages (1 set per student or 1 set for the entire class).
 2. Cut along the dotted lines.
 3. Laminate and assemble the pages.
 4. Hole punch the top left corner.
 5. To bind the book, place a ring through the punched hole.
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Instruction:

1. Schedule a time to read the social script to students at least one week before the expected event and each day leading up to the event or expected behavior.
 2. As needed, increase the frequency of social script used to assist students' skill acquisition.
 3. Social scripts are most effective when combined with opportunities to practice and receive feedback. Give adequate opportunities to practice skills and provide reinforcement to increase positive behaviors.
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Considerations:

- Social scripts are not intended for use following challenging behavior. They are to be used as a teaching tool prior to the event or targeted behavior. If needed, schedule additional times throughout the day to review the script with students.
- To promote maintenance of the desired skills, begin to increase the amount of time between each reading.
- To promote generalization of the desired skills, ask other adults and students to review the script with students and practice the specific skills.
- For learners who would benefit from participating in the development of a social script, allow them to find their own images and/or use some of their own words.
- For learners who are readers and learn independently from social scripts, allow them to read the script on their own.



Lost in the Community Social Script

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Sometimes I go out in the community with my family, friends, or class.



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There are many places we can go. We can see a movie, go out to eat, or go shopping at the store. We also might go to a park or to a museum.

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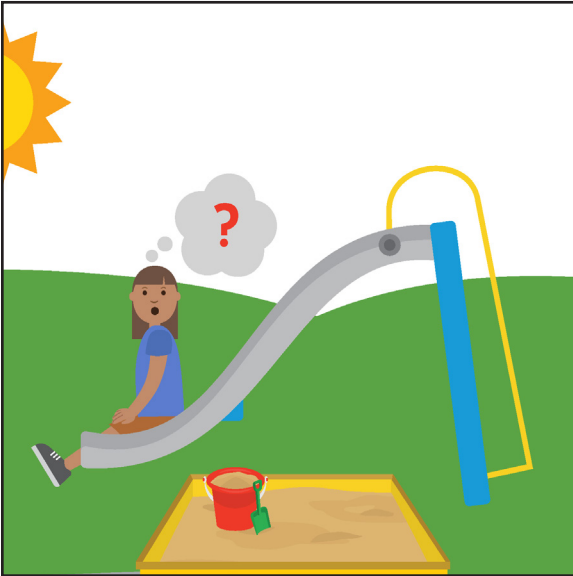


Wherever I go, I stay close to my adult. I should be able to see my adult and my adult should be able to see me.

3

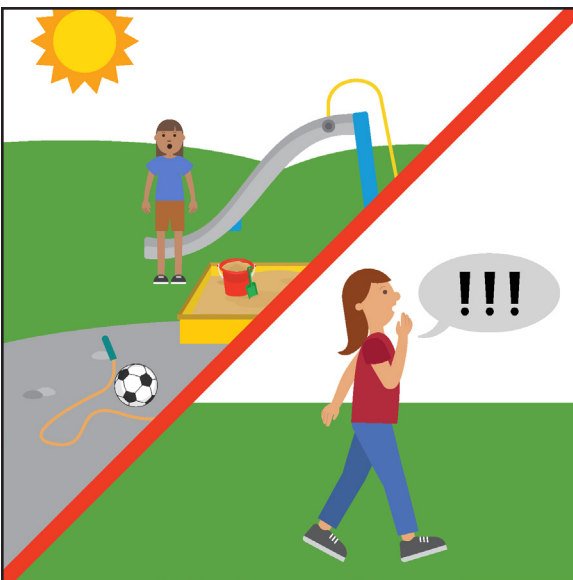
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It probably won't happen, but I might get separated from my adult. If I am separated from my adult, that means I can't see them and they can't see me.

4



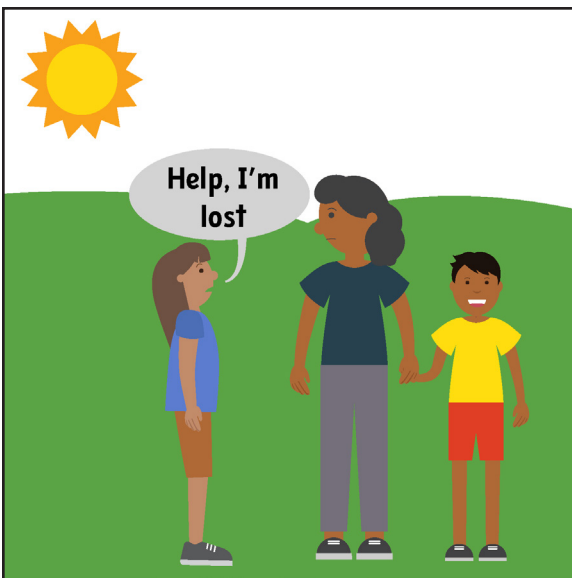
If I get separated from my adult, there are things I can do. I should stay where I am. I should look with my eyes and listen with my ears. My adult will walk around, look for me, and call my name.

5



I can ask for help from a safe stranger. A safe stranger is a person wearing a uniform like a police officer or security guard. Another safe stranger is a mom with children.

6



If I see a safe stranger, I can say, "Help me, I'm lost." I will answer their questions and they will help me find my adult.

7



I should never leave the area with a person other than my adult. The safe stranger can stay with me and use their phone to call for help.

8



I will wait for my adult to come back. I might feel scared or worried while I wait for my adult.

9



When my adult comes back, I
will feel safe and happy! My
adult will feel safe and happy,
too!

10



I can do my best to stay safe
in the community by staying
with my adult!

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