<table>
<thead>
<tr>
<th>Person 1:</th>
<th>Person 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 1 said/did what?</td>
<td>Person 2 said/did what?</td>
</tr>
<tr>
<td>Person 1 thinks ...?</td>
<td>Person 2 thinks ...?</td>
</tr>
<tr>
<td>Person 1 feels ...?</td>
<td>Person 2 feels ...?</td>
</tr>
</tbody>
</table>

Who?  
Where?  
When?
Draw what happened. Use 🗣️ and 🎨 to help you to show what people said and what they might be thinking.
How to use comic strip conversations

• Comic strip conversations can help a student see a social situation, have time to think about what happened, and make a plan that helps them next time they are in that situation.
• It should be used when the student is calm and ready.
• It IS NOT meant as way of trying to blame people – but it IS meant to be used to help the student plan for what they will do next time.
• Use this resource to get information about the context first – where did it happen? who was there? when did it happen? These are the things that we know and are not opinion.
• Then ask the student to tell you what they did and what they were thinking and feeling. Try not to over prompt, but offer alternatives for naming emotions if you feel this is necessary. Show the student that you recognise their feelings and tell them you appreciate their honesty. Talk about the consequence of their actions and impact on them. Use the expected/unexpected behaviours resource for this.
• Then ask them to do the same for the other person, being clear that we can only imagine what the other person is thinking or feeling.
• Ask them what could they do differently next time to ensure a more positive outcome for them? Use the Plan for Next Time resource.
My plan for next time:

Do the same thing again?

- I will say/do...
- They will say/do...
- I will feel ...

Change something?

- I can say/do...
- They could say/do...
- I could feel...