

**Think Social Curriculum Map**  
Whole Academy (KS 1 – KS 4) **2020 -21**

AUTUMN TERM 1 2020						
Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
<b>SECTION 1</b> <b>Being Part of a Group and Recognising Expectations</b>	<b>1. Expected and unexpected behaviour in a group</b>	Zones Lessons 3 - 8	Listening Speaking		Doing what is expected in the group Doing what is unexpected in the group	<ul style="list-style-type: none"> <li>• When provided with a range of behaviours to critique, can label observed behaviours as <i>'expected'</i> or <i>'unexpected'</i>.</li> <li>• When provided a range of situations, can describe own behaviours as <i>'expected'</i> or <i>'unexpected'</i>.</li> <li>• When in a social situation, observing others, will be able to explain how <i>'expected'</i> and <i>'unexpected'</i> behaviour can impact how someone else feels.</li> <li>• Can describe how other group members are reacting to them.</li> <li>• Can predict how people will feel based on the presence of certain behaviours.</li> <li>• Can modify own behaviour to help create specific/desired feelings in other people.</li> <li>• Given a situation that involves a problem, will accurately determine the size of the problem (big/little problem) and evaluate the situation.</li> <li>• When in a frustrating situation, will describe own emotional reactions to their own problem based of the perceived size of the problem.</li> <li>• When in a frustrating situation, will describe other people's emotional reactions to their own problem based of the perceived size of the problem.</li> <li>• When faced with a small problem, will display a minimized emotional response to problems they acknowledge as relatively small.</li> </ul>
	<b>2. Our Behaviour Impacts the Feelings of Those Around Us</b>	Zones Lessons 3 - 8	Problem solving Leadership		You can change (impact/affect) my feelings	
	<b>3. Play Games of Imitation to Show How a Group Works Together</b>		Creativity Teamwork		Learning to observe others through imitation	
	<b>4. Problem Solving</b>	Zones lessons 10 - 12	Problem Solving Staying positive		What is the size of the problem? Is it a big problem or a little problem (glitch)? Learning to sort out/analyse the situation Matching the level of expected responses and reactions to the level of the problem	
	<b>5. Understanding How Play Unfolds</b>				Three parts of play: 1. Set up 2. Play	

			Aiming High (planning effectively)  Teamwork		3. Clean up Where and how do you want to spend your time?	<ul style="list-style-type: none"> <li>During a play session or group activity, will regulate own behavioural reactions which allow all pupils to enjoy play.</li> </ul>
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**Review**  
Video moments Self-Monitoring Checklist – Section 1  
Being Part of a Group and Recognising Expectations

<b>AUTUMN TERM 2 2020</b>						
<b>Section</b>	<b>Lesson</b>	<b>Link to Zones Curriculum</b>	<b>Links to Skills Builders</b>	<b>Links to Recovery Curriculum</b>	<b>Critical Vocabulary &amp; Concepts</b>	<b>Differentiated Goals for the Section / Possible EHCP Outcomes</b>
SECTION 2  Our Whole Body and Mind Help Us be part of the Group	<b>6. Listening With Our Whole Body</b>		Speaking  Listening  Teamwork		Whole body listening	<ul style="list-style-type: none"> <li>Describe how effectively others are using ‘whole body listening’ within the session and beyond.</li> <li>Given verbal cues to use whole body listening, monitor and modify own whole body listening.</li> <li>Observing the eye gaze and eye gaze directions of others, can determine and state what that person is looking at and maybe thinking about.</li> <li>When in a structured situation (eg: a game which involves turn taking), modify own behaviour based on what others are looking at/possibly thinking about.</li> </ul>
	<b>7. Using Our Brains to Think About Others</b>		Listening Problem Solving Leadership		Think and thinking with our brains	
	<b>8. Thinking With Our Eyes</b>		Listening Problem Solving Leadership		“Thinking with our eyes” “Thinking what people are thinking”	
<p><b>Review</b> Video moments Self-Monitoring Checklist – Section 2 Our Whole Body and mind Help us be Part of the Group</p>						

**SPRING TERM 1 2021**

<b>Section</b>	<b>Lesson</b>	<b>Link to Zones Curriculum</b>	<b>Links to Skills Builders</b>	<b>Links to Recovery Curriculum</b>	<b>Critical Vocabulary &amp; Concepts</b>	<b>Differentiated Goals for the Section / Possible EHCP Outcomes</b>
<b>SECTION 3</b>  <b>Self-awareness and Self-monitoring Our Behaviour in a Group</b>	<b>9. Is Your Body in the Group or Out of the Group ?</b>		Speaking Listening		Your body is in the group! Your body is out of the group!	<ul style="list-style-type: none"> <li>• When in a structured small group activity, can monitor other pupils' as well as own ability to stay central by determining of their brains/body are "in the group" or "out of the group".</li> <li>• Will use the concepts of being a "Just ME" versus a "Thinking of You" kid, to evaluate how other people think they are working as a group member.</li> <li>• Will monitor and modify own behaviour to keep "body and brain in the group" to be considered as a "Thinking of You" kid by other people.</li> <li>• Will use the concepts "good thoughts, weird thoughts" to describe own thoughts about other people's behaviour.</li> <li>• When given feedback regarding own behaviour will attempt to regulate own behaviour based on how other people are thinking about them.</li> <li>• When reviewing video of the social thinking group will be able to identify at least 3 targeted behaviours in self and others, identifying when 'expected' behaviours happened.</li> </ul>
	<b>10. Is your brain in the Group or Out of the Group ?</b>		Creativity Problem Solving		Your brain is in the group! Your brain is out of the group!	
	<b>11. Just ME versus Thinking of You</b>		Staying Positive		Are you a "just ME" or a "Thinking of You" kid?	
	<b>12. Good Thoughts / Weird Thoughts</b>	<b>Zones Lessons 3 - 8</b>	Aiming High Leadership		Good thoughts Weird thoughts We all have them!	
	<b>13. I've Got a Secret !</b>		Teamwork		"I've got a secret"	
	<b>14. Learning to Watch Ourselves on Video</b>				Video Moments!	

**Review**  
**Video moments Self-Monitoring Checklist – Section 3**  
**Self-awareness and self-monitoring Our Behaviour in a Group**

# SPRING TERM 2 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
<b>SECTION 4</b>  <b>Starting the Detective Agency: Learning More About Observing Others</b>	15. <b>Becoming a Detective</b>	Superflex vs Rock Brain Thinking	Speaking Listening		Be a detective Become a better observer and figure out people's plans Motives, intentions	<ul style="list-style-type: none"> <li>• Will be able to 'read someone's plan' and report on how that person is feeling by observing body language and the environmental context.</li> <li>• When in a brief social interaction that involves movement, will modify own actions base on what they determine someone else is doing to going to do.</li> <li>• Will distinguish between a "smart guess" and a "wacky guess"</li> <li>• Will define what it means to be a flexible thinker and identify times to use this skill.</li> <li>• When asked to make a choice, will indicate their preference once presented by the teacher.</li> <li>• Using the concepts of being a "flexible thinker" will make 3 self-generated choices in a small group interaction.</li> <li>• Using what is known about a person's/character's emotions and actions in specific contexts, will predict what they will do next.</li> <li>• Using what is known about a person's/character's emotions and actions in specific contexts, will predict if their motives are just or questionable.</li> <li>• After watching a brief video involving a social interaction, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling.</li> <li>• While in a social interaction with at least 3 people, will identify facial expressions, body language and tone of voice, within specific contexts, to determine how that person is feeling.</li> </ul>
	16. <b>Video Moment for Exploring being A Detective</b>		Problem Solving Creativity Staying Positive		Video moment to REVIEW Being a detective Becoming a better observer Figuring out people's plans (motives and intentions)	
	17. <b>Smart Guess – Wacky Guess</b>		Aiming High		Smart guess Wacky guess	
	18. <b>Reading People's Emotions</b>		Leadership		Reading people's emotions	
	19. <b>Our Behaviour Impacts How people React and Respond to Use: An Exploration of Thinking Through Behaviour</b>	Zones Lessons 6 – 9 Lesson 14	Teamwork		Social Behaviour Mapping (SBM) How our behaviours affect others' emotions and actions toward us, which affects how we feel about ourselves	
20. <b>The Incredible 5-Point Scale: learning to</b>				The Incredible 5-Point Scale		

**Gauge our own  
Respond to our  
Inner Feelings  
21. Video Moment**

- Will define what it means to be a “social detective” and provide examples of this concept within the social thinking sessions.
- After observation of people, will identify how each person may feel, using vocabulary and words taught in social thinking sessions and make a “smart” guess as to what that person(s) may need from others.
- Given a visual model of the Social Behaviour Map, will explain how the four columns are related to each other using at least 2 concepts for each column.
- Given a visual model with a blank Social Behaviour map, will complete a SBM of a specific environmental context.
- Using their completed Social Behaviour Map will monitor own production of “expected” behaviours.
- Once target behaviours are selected, will keep own data on the production of these behaviours, by charting their occurrence in the appropriate context.
- When reviewing video footage of the social thinking group, will identify the targeted behaviours of self and others, accurately identifying when “expected behaviours” happen.

**Review**

**Video moments Self-Monitoring Checklist – Section 4**

**Learning More About Observing Others**

# SUMMER TERM 1 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
<b>SECTION 5</b>  <b>The Super Detective Agency: Figuring Out What People Mean by What They Say.</b>	<b>22. Comparing Body Language and Spoken Language</b>		Speaking		Body language Spoken language (exploring how we use these 2 systems)	<ul style="list-style-type: none"> <li></li> </ul>
	<b>23. Comparing Literal and Figurative Language</b>		Listening		Literal language (being like concrete, never changing) Figurative language (being something your brain has to figure out)	
	<b>24. Learning About Idioms</b>		Problem Solving		Idioms	
	<b>25. Deciphering Language Meaning – The Four Clues</b>		Creativity			
	<b>26. Indirect Language – What is the Motive Behind the Words?</b>		Aiming High		<b>Indirect language</b> (exploring how we may state what we want by alluding to it) <b>Four groups of clues</b> (hidden meaning in what people say by considering: what they were thinking; the words said; body language; facial expression; environment/context) <b>“Flexible brain”</b> (recognise choices to make or different ways to interpret the situation – flexible brain is social thinking)	
	<b>27. Predicting What People will Say Next</b>		Leadership		Motive intention	
					Prediction	

## Review

### Video moments Self-Monitoring Checklist – Section 5

Figuring Out What People Mean by What They Say.

# SUMMER TERM 2 2021

Section	Lesson	Link to Zones Curriculum	Links to Skills Builders	Links to Recovery Curriculum	Critical Vocabulary & Concepts	Differentiated Goals for the Section / Possible EHCP Outcomes
SECTION 6 Adjusting our Participation and Language Based on What Other People are Thinking, Imagining or Wondering	28. Observing Pupil's Own Play and Activities		Listening Creativity		Thinking about what others are thinking	<ul style="list-style-type: none"> <li>Will monitor/adjust own physical presence (eg move closer, move more slowly/faster) which will facilitate social exchanges, based on the activity of the group members</li> <li>Will follow the direction of another group member's pointing index finger to understand it's meaning</li> <li>Will use an index finger point to alert others to look in specific/desired directions as needed</li> <li>While in a sequenced imaginary play activity (eg: making a pretend sandwich together) will share an "imagination" as demonstrated by taking turns</li> <li>During a structured activity that involves synchronising movements based on the shared imagination of the group, will perform those actions to demonstrate own ability to share an imagination with other pupils</li> <li>During a structured imaginative play activity will make related comments or ask questions to demonstrate sharing an imaginations when playing with others</li> <li>During an imaginative play activity, will allow other pupils to take the lead during the play (use a flexible brain)</li> <li>Will define and give at least 2 examples of indirect language and how they interpret indirect language by determining people's motives</li> <li>When provided with a short passage to read, will interpret the indirect language meaning in context with accuracy</li> <li>When given an imaginary "job" will act out specific tasks/roles using their imagination (based on a "smart guess" about the world)</li> </ul>
	29. Building a SHARED Imagination Through Shared Structured Imaginary Sequences		Problem Solving Aiming High		Building imagination Shared imagination World Wonder Social Wonder Social Curiosity	
	30. Moving from Imagination to Wonder – World Wonder versus Social Wonder		Leadership Teamwork		Imagination Wonder	
	31. You Know More Than you Realise – What Type of Animal can you Imagine?				Pupils' knowledge about this world helps them understand other people in stories or books	
	32. You Know More than you Realize...What Type of People				Teaches pupils that their experiences in the world help	

	<b>can you Imagine?</b>			them imagine and wonder what others' experiences are like, even if the pupil will never experience it personally.	<ul style="list-style-type: none"> <li>• After reading a short passage, will describe a person's/character's feelings (motives or actions) in the specific context based on 2 smart guesses" about he world, even when they have not shared this same experience</li> <li>• When relating to peers within a familiar group, will describe a person's feelings (motives or actions) in a specific context based on "smart guesses" about the world, even if they have not shared the same experience</li> <li>• Will share in another's "wonder bubble" by asking questions related directly to what they are imagining others' experiences to be</li> <li>• Will share in another's "wonder bubble" by making comments related directly to what they are imagining others' experiences to be</li> <li>• When reviewing video footage of the social thinking group, will be able to identify examples of the pupil and others in the group using an imagination to synchronise movements, ask questions and make related comments.</li> </ul>
	<b>33. You Know More than you Realize...Taking Our Imagination to Different Places</b>			World wonder Social wonder Wonder bubble	
	<b>34. Building Language-Related Skills</b>			Using language (comments and questions) to further explore imagination	
	<b>35. Using one's Imagination and Sense of Wonder with Reading Comprehension</b>			Wonder and imagination are a required part of reading comprehension	

## Review

### Video moments Self-Monitoring Checklist – Section 6

Adjusting Our Participation and Language Based on What Other People are Thinking, Imagining or Wondering



