

SOCIAL THINKING

Part 10 - Session 36

Theme: Perspective Taking

The Boring Moment 1

Aims:

- For students to understand the term, 'The Boring Moment'.
- For students to know that 'The Boring Moment' is part of everyone's day, every day!
- For students to be able to recognise when they are experiencing 'The Boring Moment'.
- For students to be able to recognise what they do (their behaviour) during 'The Boring Moment'.
- For students to know what they should (ideally) do during 'The Boring Moment' (be a good 'Social Fake').
- For students to be able to take on the role of the 'Social Fake' during 'The Boring Moment'.

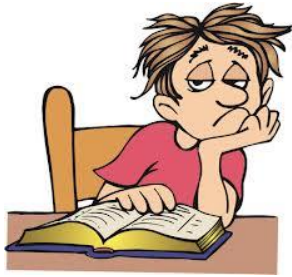
Activity	Procedure	Equipment
Introducing 'The Boring Moment'.	<p>Key points to explain to your Form Groups:</p> <ul style="list-style-type: none"> • Everyone experiences 'The Boring Moment' at some point in their day. Sometimes more than once! • Try to give some examples e.g. Listening to instructions about how to fix your laptop, listening to your friend talk about her cat for the millionth time, listening to your partner moan about work (again!), listening to your brother tell you about his favourite game etc. • Explain that not all social interactions are interesting! Also, that some lessons will have boring moments where they will need to listen and avoid distracting other people. • Pretending to be interested is part of being a good 'Social Fake'. • Explain that they may not always feel interested; this is a time to 'get through' whilst using their best 'Social Fake' skills. • Usually 'The Boring Moment' will only last 5 – 15 minutes, then it's time to move on to something more interesting. • Different people will have different 'Boring Moments'. 	-
Recognising 'Boring Moments'	<ul style="list-style-type: none"> • Give each student a sheet. • Encourage them to cut out the cards and decide which ones contain a 'Boring Moment'. They may decide that all of them do! • Stick the selected scenarios onto their 'Boring Moments' sheet. They can add their own suggestions too! Ask them to write these on their sheets. 	<p>Scenarios</p> <p>The 'Boring Moment' sheet</p> <p>Scissors</p> <p>Glue</p> <p>Pens</p>

Give each student a scenarios sheet. Encourage them to cut up the cards and glue the ones which have 'Boring Moments' onto the table below.

Listening to a peer talk about their weekend.	Listening to an adult tell me what I need to pack for a day trip.	Listening to my parents tell me what I can't wear.
Listening to a friend talk about their favourite game.	Listening in assembly.	Listening to my teacher explain something.
Listening to a friend talk about their friends on social media sites.	Listening to an announcement on a train platform.	Listening to a friend talk about their pet.
Listening to a friend talk about their holiday.	Listening to a description of a foreign country.	Listening to a description of a new game.
Listening to classroom instructions.	Listening to someone else's favourite song.	Listening to someone else's talk about their favourite TV programme

Name: _____

Scenarios with
'Boring Moments'



What do I do during
'Boring Moments'?

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