

SOCIAL THINKING

Part 11 - Session 41

Theme: Perspective Taking

The Hidden Agenda 1

Aims:

- For students to understand that we all have intentions behind our behaviours.
- For students to understand that our intentions can be known as a 'Hidden Agenda' or a 'secret'/'unseen' plan.
- For students to be able to use visual clues to infer possible intentions.
- For students to be able to list ways that they can work out a person's 'hidden agenda' e.g. facial expression, body language, context.
- For students to be familiar with truth as a scale (see Winner's, Handout 5).
- For students to understand why it is necessary to say things which make people feel good and feel safe and that this sometimes involves using 'white lies'.

Activity	Procedure	Equipment
Introducing 'The Hidden Agenda' (secret plans)	The Hidden Agenda: <ul style="list-style-type: none"> • Explain that everyone has a motive for their behaviour. This can be called 'The Hidden Agenda' (is appropriate to you group, introduce the 'Hidden Agenda' emoji). Explain that this is a person's 'intent' or their 'secret plan'. • Sometimes the intent of a 'Hidden Agenda' is good. Sometimes it is bad. Sometimes it is neutral. • Part of 'The Hidden Agenda' is related to a spectrum of 'truth'. For example, if your friend wins against you in a running race, you would be expected to congratulate her. Inside you might be feeling disappointed, but you want to keep your friendship. In a way, congratulating your friend might feel like a 'white lie' because you might wish that you had won the race. Congratulating your friend is also about caring for your friend and their happiness and maintaining your relationship. • Our job is to work out the Hidden Agenda and to try to infer if the message behind the Hidden Agenda is good, bad, or neutral. Is the person being kind or unkind? Do they have a 'secret plan'/'hidden agenda'? If so, what might it be? 	'Hidden Agenda' Symbol
Mr Bean clip	Watch the Mr Bean clip. Establish where he is and what is happening. Then discuss the intentions of Mr Bean and the little boy. Use language which suits your group – this might be 'intention', 'hidden agenda' or 'secret plan'. Encourage your students to consider the facial expressions and body language of the characters. Note that it is difficult to know all of the intentions of the characters.	Mr Bean You Tube clip 0.00 – 0.50 https://www.youtube.com/watch?v=yLrN6wSSGqk Questionnaire

1. Name one thing that Mr Bean **knows** about the little boy.



2. What is Mr Bean's **intention** (hidden agenda/secret plan) when he offers the boy a sweet? Is it good, bad, or neutral?



3. What is Mr Bean's **intention** when he blows up the sweet bag? What happens? Was this his intention?



4. If Mr Bean's plan with the sweet bag had worked, how would the sleeping man have felt?

5. How would the boy have felt?

6. How would Mr Bean have felt?



7. How does Mr Bean want the boy to feel when he blows up the sweet bag?



8. What is the boy's **intention** when he gives Mr Bean the sick bag? Is it good, bad, or neutral?



9. Does Mr Bean know what is in the sick bag? How do you know?



10. How do you think Mr Bean feels after he has popped the sick bag? What was his intention when he popped the sick bag? What really happened? Was it his intention?



11. How do you think the boy feels after Mr Bean has popped the sick bag?



12. **Guess** what will happen next.



What is the person's **intention**?