

Social Thinking

Session A

Theme: Perspective Taking

Lesson's Topic: Vocabulary of Perspective

Aims:

- For students to be aware of the concepts 'know', 'think' and 'guess'.
- For the students to be able to identify what one story character knows about another character/situation.
- For students to be able to suggest what one story character might think about another character/situation (infer).
- For students to be able to guess what might happen next in the story.

Activity	Procedure	Equipment
Introduce vocabulary & cards	Show cards & discuss examples	Symbols – Know, Think, Guess
Know/Think/Guess – Mr Bean (Part 1)	Play Mr Bean Restaurant clip (this will also be used for your next session): https://www.youtube.com/watch?v=KYXSVeW0Rk4 11.35 – 13.45 (Don't go beyond this part so that questions can involve 'guess'!)	You Tube Questionnaires for each student Know, Think, Guess symbols

Note for Teaching Staff:

'Know' is the easiest concept. If a student is finding the session difficult start with the facts/'know'.

- Know = facts
- Think = clues to infer
- Guess = predict what might happen. This can be opened up to lots of different possibilities.
- Blank levels are listed to help support differentiation.

Teacher Copy

Show clip from 11.35 – 11.45

1. Name one thing you **know** about Mr Bean in this clip. (L2) (e.g. He's in a restaurant)
2. Name one thing that you **know** Mr Bean does in this clip. (L2) (e.g. Sits at a table)
3. What two things does Mr Bean do with his knife? (L2) (Jabs & plays a tune)
4. How do we **know** that it is Mr. Bean's birthday? (L4) (he plays 'Happy Birthday to himself, there is a card on his table)
5. What do you **think** the woman thinks of Mr Bean's actions? (L3) (odd, inappropriate)
6. What do you **think** Mr Bean thinks about tapping a tune out on the glasses? (He likes it!)
7. How does it make him feel? (L3) – encourage vocabulary extending beyond 'happy' such as 'amused' or 'satisfied'.
8. How do you know? (L4) – encourage the students to think about facial expression and body language.
9. What do you **think** Mr Bean thinks of the food? (L3) (Dislikes it!)
10. How do you know? (L4) – again, encourage the student to think about facial expression and body language.
11. Why do you **think** Mr Bean listens to his food? (L3) (In case it's still alive!)
12. Why does Mr Bean say that he is happy with his food to the waiters? (L4) (politeness, lack of confidence, English culture!)
13. Guess what Mr Bean will do about his meal. (L3) (Try to get as many possibilities as possible).

Student Copy

1. Name one thing you **know** about Mr Bean in this clip.



2. Name one thing that you **know** Mr Bean does in this clip.



3. What two things does Mr Bean do with his knife?

4. How do we **know** that it is Mr. Bean's birthday?



5. What do you **think** the woman thinks of Mr Bean's actions?



6. What do you **think** Mr Bean thinks about tapping a tune out on the glasses?



7. How does it make him feel?

8. How do you know?

9. What do you **think** Mr Bean thinks of the food?



10. How do you know?

11. Why do you **think** Mr Bean listens to his food?



12. Why does Mr Bean say that he is happy with his food to the waiters?

13. Guess what Mr Bean will do about his meal.





'Know'

A fact which can be proven true or false e.g. The t-shirt is green.



'Guess'

Using our knowledge and experiences to predict or guess what might happen next e.g. Last week I saw Mr Smith eating sweets, so I guess he will be happy when I offer him sweets.



'Think'

Use clues to think about others e.g. I think that John is happy because he is smiling.



'Think'

Use clues to think about others e.g. I think that John is happy because he is smiling.