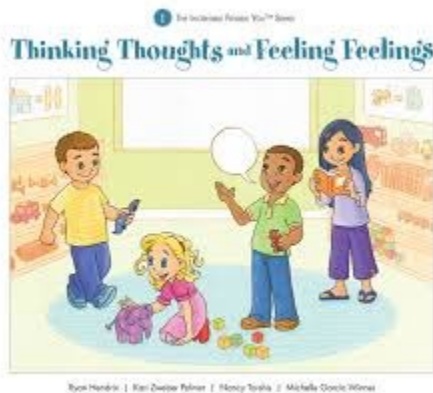


Social Thinking Concept 1: Thinking Thoughts and Feeling Feelings



Why do We Teach this Concept?

Social Learning is all about thoughts and feelings - they are inseparably linked. We teach these concepts first because they are the foundation for all other Social Thinking concepts. Developing a good understanding of thoughts and feelings is important for establishing friendships, participating in groups and taking others' thoughts into account when we act and react.

Materials:

- Book 1: Thinking Thoughts and Feeling Feelings and Unit 1 Plan
- Family Letter and At Home Activities
- Optional Music Activity: Music CD Tracks 1 and 2
- Visuals: Thinking bubble, Speaking bubble

Activities:

- Read Book 1 Thinking Thoughts and Feeling Feelings:
 - See Unit Plan handout for ideas on what to discuss at each “stop and notice” icon.
 - More generally, encourage students to guess what each character is thinking about -- look at the thought bubbles!
- Act it out:
 - After reading the book, discuss some common classroom scenarios and what students might think/feel during these.
 - For older students, have two students act out scenarios (e.g. someone pushes you on the playground) in front of the class; other students discuss thoughts/feelings. They can pull a scenario card (see handout) from a box/hat.
- Art project: give students an emotion (e.g. happy, sad, mad, proud...) and heart handout. Have them draw things or scenarios that make them feel that way
- “I’m Having a Thought” Games → *These can be useful as part of a discussion around “holding a thought in your thought bubble” rather than interrupting*
 - Play 20 questions! Choose a ‘leader’ who will hold up their thought bubble and tell the class “I am thinking of a word.” (maybe give a hint, such as the category). Everyone else will be a ‘detective’ and will ask the ‘leader’ yes/no questions to

guess the word. The leader will have to hold the word in their thought bubble until it is guessed and the detectives will have to hold their questions in their thought bubbles until it's their turn to ask (say "Hold it in your thought bubble").

- Play charades or pictionary! Give students a word and have them draw/act it out for others to guess.

Language to Reinforce the Concept

After teaching the concept, use these words in everyday activities:

- Thought e.g. "I am having a thought. I am thinking about..." → describe thoughts your across the day
- Feeling e.g. "This is fun, I am feeling happy"
- Note that in class, we often tend to focus on **feelings** more than **thoughts**. Describing **thoughts** will highlight concepts to reinforce in later Social Thinking concepts such as "Group Plan" and "Thinking with Your Eyes"

Teachable Moments

- During book reading, ask students to guess what the characters are thinking and feeling. This can be done with most books, but try:
 - Duck Rabbit - Amy Krause Rosenthal and Tom Lichtenheld
 - Glad Monster Sad Monster - Ed Emberly and Ann Miranda
 - What is a thought (a thought is a lot) - Jack Pranksy and Amy Kahofer
- When a behaviour issues comes up in class (e.g. when one student take a toy another student is playing with), discuss how our actions can affect our friends' feelings. For example, say "when you take Suzie's toy, you feel happy but your friend feels confused and sad. She is thinking about her toy that you took".