

Social Thinking Concept 2: The Group Plan







Why do We Teach this Concept?

Talking about the **group plan** helps children know what is expected, and what they think about and do when they are part of a group. When everyone is following the group plan, we are thinking about each other and this makes everyone feel calm and comfortable. In contrast, when people are following their own plan, others have uncomfortable thoughts and feelings.

Students need to become aware that they are part of a group and that the group has a plan. The **role of the adult** is to **label and identify the group plan** and to **contrast that with following one's own plan**.

Materials:

- Book 2: The Group Plan and Unit 2 Plan
- Family Letter and At Home Activities
- Optional Music Activity: Music CD Track 3 “The Plan”
- Visuals:
 -  Thought bubble
 -  **Brain** to remind students that the brain's job is to make thoughts
 -  **Heart** to remind students about concepts related to feelings from book 1
 -  Own Plan vs Group Plan visual

Activities:

- Read Book 2 The Group Plan and see Unit Plan handout for ideas on what to discuss at each “stop and notice” icon
- Make thought bubble for whole class and use across class activities (e.g., group plan to to make art project)
- Ask students bring a photo from home showing something they do as a group at home as a family (e.g., playing a game, eating dinner, going to the grocery store, sorting laundry)
- Practice “**Freeze, Point, and Share your Plan**” to help students make a transition by imagining what they are going to be doing in the future; they need to make a mental shift before making a physical one
- Ask students to make a **smart guess** about what the group plan is
- Cooperative games e.g., building a tower, board games, playing make-believe, PE team games)

Social Thinking® concepts are introduced to early learners ages 4-7 through the Social Thinking curriculum, We Thinkers! Volumes 1 and 2, written by Ryan Hendrix, Kari Palmer, Nancy Tarshis, and Michelle Garcia Winner. (www.socialthinking.com)

Language to reinforce the concept:

After teaching this concept, use these words in everyday activities

- Give them a **role** to show them how they can be part of the plan
- Use **job talk** (add -er to any noun)
- Draw attention to times when your students are following the group plan
- Use the words “**group plan**” instead of “shape of the day”
- **Talk about “the plan”** and what you are **thinking**. For example, “The group plan is to sit at the carpet.” “The plan is to go to music.” “The plan is to get ready for home! Time to get out your snack; follow the plan.”
- **Talk about what each person can say and do so all share the same idea/plan**. For example: “I’m thinking of the plan to go to eat lunch. I’m getting my lunch kit.” “Lucas is thinking about the group plan. He is going to his cubby to get his lunch.”
- **Point out the times when you are all sharing one plan**. Talk about **how that makes people feel**. For example, “These friends are following a plan to make rainbows. Lucas is colouring. Lydia is using a different colour! You are all sharing the colours, that makes everyone feel happy”
- **Use the vocabulary to reinforce the concepts throughout the day**. For Example: “It’s awesome how Tracey and Edward are getting their boots on. They are following the plan”
- **Use the vocabulary to redirect children** - ask them what they need to be doing to join the group plan

Books:

- Going on a Bear Hunt - Michael Rosen
- The Enormous Potato - Aubrey Davis and Dusan Petricic
- Aaaaarrqgh Spider - Lydia Monks