

<b>Course Name:</b>	Social Thinking and Me		
<b>Credits:</b>	N/A		
<b>Prerequisites:</b>	Incredible Flexible You		
<b>Description:</b>	Students will learn how to become social thinkers in this year long social skills group. Students will meet weekly with other students in a structured social learning environment led by special education and speech/language teachers.		
<b>Academic Standards:</b>	DPI Social Emotional Competencies		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>What is Social Thinking?</b>	4 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how it differs from other types of thinking.
<b>Social Thinking = Flexible Thinking</b>	4 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
<b>Social Thinking Vocabulary</b>	6 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.
<b>We All Have Feelings</b>	7 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.

<b>Thinking With Your Eyes</b>	11 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
<b>Thinking about Hidden Rules and Expected Behavior</b>	7 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what they hidden rules are and we have to figure them out for ourselves.
<b>Keeping my Body, Eyes, Ears and Brain in the Group</b>	9 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit outlines the expectations of being in a group. In order to be a part of a group plan we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
<b>Thinking of Others Versus Just Me</b>	4 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
<b>How Big is my Problem?</b>	4 Lessons	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.

<p><b>Thinking about my Reaction Size</b></p>	<p>4 Lessons</p>	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	<p>This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.</p>
<p><b>Doing an Activity or Just Hanging Out</b></p>	<p>5 Lessons</p>	<ol style="list-style-type: none"> <li>1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.</li> <li>2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues.</li> <li>3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.</li> <li>4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.</li> </ol>	<p>This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.</p>

Unit Name: <b>What is Social Thinking?</b>	<b>Length:</b> 4/30-45 minute lessons
<b>Standards:</b> Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit is an introduction to social thinking. Students will get an overview of what social thinking is and how it differs from other types of thinking.
<b>Essential Questions:</b> How is social thinking different from other types of thinking and learning? Why do I need to learn social thinking?	<b>Learning Targets:</b> Students will understand that social thinking has to do with other people and ourselves when we are around other people. Whereas not social thinking topics are facts that we can gather by using books or the internet. Students will understand that social thinking will help them interpret what others are thinking or feeling. That will help them figure out the best way to behave so others will want to be around them.
Lesson Frame: Social Thinking or Not?	I can determine if something is a social thinking topic.
Lesson Frame: Thinking About Social Thinking	I can use my social thinking to figure out what people are communicating.
Lesson Frame: Using Social Thinking to Figure Out What People Are Communicating	I can use my social smarts in different situations.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> social thinking, nonverbal communication

Unit: <b>Social Thinking = Flexible Thinking</b>	<b>Length:</b> 4/30-45 minute lessons
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.	<b>Outcomes:</b> In this unit students will learn how to be flexible thinkers. Flexible thinking allows students to remain calm and try to figure out social situations. Everyone has different thoughts and feelings and may look at situations in a different way. When students think in different ways about a situation and notice how others may think about that same situation (their perspective), they are being flexible.
<b>Essential Questions:</b> What does it mean to be a flexible thinker? Why should I want to be a flexible thinker?	<b>Learning Targets:</b> Students will learn to think with their eyes to find clues in a situation and consider the thoughts and feelings of people around them. Students will understand that when they are flexible thinkers those around them will have good thoughts about them.
Lesson Frame: Same Thing, Different Way	I can use my flexible thinking to brainstorm many ways to do the same thing.
Lesson Frame: Identify Ways to Think and be Flexible	I can identify different ways to use my flexible thinking.
Lesson Frame: Flexible Thinking in my Own Words	I can describe both a flexible and stuck thinking response to a situation.
Lesson Frame: Who Looks Like They're Being Flexible?	I can identify what flexible thinking looks like.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> flexible thinking stuck thinking

Unit Name: <b>Social Thinking Vocabulary</b>	Length: 6/30-45 minute lessons
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation including positive and negative options.	<b>Outcomes:</b> This unit presents social thinking vocabulary to help them learn. This vocabulary will help them be better social detectives to figure out what's happening at different places, and with different people.
<b>Essential Questions:</b> How are my thoughts connected to my feelings? How do we use our eyes to find social cues in a situation? Why do we need to follow hidden rules?	<b>Learning Targets:</b> Students will learn that they have thoughts about other people and they have thoughts about them. Those thoughts can make them have feelings about those around them. Students will learn to think with their eyes to find social clues and cues in a situation by looking around and using their brain to think about what they are observing. Students will learn that by following hidden rules they use behavior that helps people around them feel comfortable and calm.
Lesson Frame: Thinking and Feeling	I can identify if I'm having a small, medium, or big thought.
Lesson Frame: Using Your Senses to Figure Things Out	I can identify which sense to use to figure out different social cues or situations.
Lesson Frame: Thinking with Your Eyes	I can look at things going on around me and use my brain to figure out what the clues n
Lesson Frame: Hidden Rules and the Situation	I can figure out hidden rules in various situations.
Lesson Frame: Using Social Memory	I can use my social memory to recall information about others in social situations.
Lesson Frame: Making Smart Guesses	I can use information or think with my eyes to find clues and make smart social guesses
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Thoughts and Feelings Thinking with your Eyes Hidden Rules Social Memory Smart Guess

Unit Name: <b>We All Have Feelings</b>	<b>Length:</b> 7/30-45 minute lessons
<b>Standards:</b> 1. Learners will be able to predict how someone else may feel in a variety of situations. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to recognize and label a variety of their own basic emotions.	<b>Outcomes:</b> In this unit students will learn that everyone has feelings all the time and there are many different feelings that people have. They will begin to understand that as they get better at knowing their own feelings, they will get better at making smart guesses about how others are feeling.
<b>Essential Questions:</b> Why is it important for those around us to know our feelings? Are all feelings the same? How do we want to make others feel?	<b>Learning Targets:</b> Students will learn that by expressing our feelings to others they will help to get us what we need. Students will learn that we can have small and big feelings. Sometimes we may feel a little sad and sometimes we may feel really sad. Students will learn that we want to act in a way that makes others have good feelings about us.
Lesson Frame: Noticing Body Language and Emotions	I can identify different emotions.
Lesson Frame: Identifying Our Own Feelings in Different Situations	I can identify how I feel in different situations.
Lesson Frame: Identifying the Feelings of Others in Different Situations	I can identify how others feel in different situations.
Lesson Frame: Talking about Feelings in my Own Words	I can use my own words to describe how I'm feeling.
Lesson Frame: What are they Feeling?	I can use my eyes to determine how people are feeling.
Lesson Frame: Thinking About the Size of my Feelings	I can identify the size of feelings in different situations.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Emotions Feelings

Unit Name: <b>Thinking With Your Eyes</b>	<b>Length:</b> 11/30-45 minute lessons
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit outlines the importance of using our eyes to pick up on the social cues around us. This means looking around us, noticing the person or people we are near or with, and noticing what's going on.
<b>Essential Questions:</b> How does thinking with our eyes help us? What does it mean to think with our eyes? When should we think with our eyes?	<b>Learning Targets:</b> Students will learn that thinking with their eyes will help them be safe, figure out what people are doing and why, figure out what they are supposed to be doing in a situation, let others know they are interested in them and paying attention. Students will learn that thinking with their eyes means looking around them and noticing the people they are near or with. Students will learn that they should think with their eyes throughout their day and everywhere they are.
Lesson Frame: Hiders and Finders	I can use my eyes to determine if someone is thinking about me.
Lesson Frame: Thinking With Your Eyes-Part 1	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Thinking With Your Eyes-Part 2	I can use my eyes to look at a situation and people in a situation to figure out what I'm seeing.
Lesson Frame: Using Our Social Smarts	I can think about others in a situation, how they are feeling and what they might be thinking.
Lesson Frame: Putting it all Together	I can think about what I see and what it might mean.
Lesson Frame: Being a Social Detective	I can use my eyes, ears, and other senses to notice other people and what's happening around them.
Lesson Frame: Thinking With Your Eyes to Find Clues	I can use my eyes to discover clues and use my brain to figure out what they mean.
Lesson Frame: What to Say and When to Say it! Part 1	I can use my eyes to figure out when it's a good time to talk to someone and what to say.
Lesson Frame: What to Say and When to Say it! Part 2	I can use thinking with my eyes to help me figure out what to say in a conversation.
Lesson Frame: More Practice Thinking With Your Eyes	I can think with my eyes to help me figure out a situation.
Lesson Frame: Think With Your Eyes About Different Situations	I can think with my eyes in various situations.

<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Group Plan Thinking With Your Eyes Social Detective

Unit Name: <b>Thinking About the Hidden Rules and Expected Behavior</b>	<b>Length:</b> 7/30-45 minutes/lesson
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit works with students on identifying hidden rules in various situations using the skills they have learned in previous units. Expected behaviors are those that most people do in a situation or certain place. Unexpected behaviors are those that most people wouldn't do in a given situation or place. Very often no one tells us exactly what the hidden rules are and we have to figure them out for ourselves.
<b>Essential Questions:</b> How can I figure out the hidden rules of a situation? Why should I use expected behavior? What happens if I use unexpected behavior? How can I figure out what the expected behavior is?	<b>Learning Targets:</b> Students will figure out the hidden rules of a situation by using their social detective skills. Students will learn that using expected behavior those around them will feel happy and relaxed. Students will learn that unexpected behaviors will make those around them have not-so-good feelings like annoyed, nervous, confused, or even worried. Students will figure out expected behavior by thinking with their eyes or asking for help.
Lesson Frame: Looking for Hidden Rules	I can identify an expected behavior in a situation.
Lesson Frame: Expected and Unexpected Behavior in a Situation	I can identify an unexpected behavior in a situation.
Lesson Frame: Identifying Expected and Unexpected Behavior for Different Situations	I can identify an unexpected behavior in a situation.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 1	I can think about how my behaviors make others feel.
Lesson Frame: How Expected/Unexpected Behaviors Affect Feelings Part 2	I can think about how my behavior make others feel.
Lesson Frame: Describing Expected and Unexpected Behaviors	I can explain what an expected or unexpected behavior is.
Lesson Frame: Connecting Thoughts, Feelings, and Behaviors	I can identify an expected behavior in a situation. I can identify an unexpected behavior in a situation.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Expected Behavior Unexpected Behavior Hidden Rules

Unit Name: <b>Keeping My Body, Eyes, Ears, and Brain in the Group</b>	<b>Length:</b> 9/30-45 minute lessons
Standards: Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit outlines the expectations of being in a group. In order to be a part of a group we need to have our brain, eyes, ears, and body in the group. We are always a part of a group unless we are physically away from everyone else. That means that we are all expected to think about how to interact with others in a group at all times.
<b>Essential Questions:</b> How can I keep my brain in the group? How can I show others that I care about the group? What does it mean to be in the group?	<b>Learning Targets:</b> Students will learn that in order to keep their brain in the group they need to use their body, eyes, ears and brain together. Students will learn that they can show others that they care about the group by keeping their body, eyes, ears and brain in the group. Students will learn that being in the group means keeping their brain in the group, listening to what others are saying, looking at what they are doing, and thinking about what they are thinking and feeling. Being in the group means making comments, asking questions, and using appropriate body language.
Lesson Frame: Body In-Body Out? Brain In-Brain Out?	I can identify if someone's brain is in or out of the group. I can identify if someone's body is in or out of the group.
Lesson Frame: What is a Group and Why Does Being Part of a Group Matter?	I can define what a group is. I can identify which behaviors who others that I am interested in them.
Lesson Frame: Body in the Group: What Does that Look Like?	I can identify the expected behaviors of being part of a group.
Lesson Frame: Using Our Body, Eyes, Ears and Brain to Show Others We're in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: More Practice on Body, Eyes, Ears, and Brain in the Group	I can identify the expected behaviors of being part of a group.
Lesson Frame: Adding Our Brains to the Group	I can use my brain to make smart guesses about how people are feeling, what they plan to do next, and what the group plan is.
Lesson Frame: Using My Body and Brain to Listen While in a Group	I can demonstrate expected body language to use while in a group.
Lesson Frame: Thinking About Expected Behaviors in Different Situations	I can identify expected behaviors in different scenarios.
Lesson Frame: The Hidden Rules, Expected and Unexpected Behavior: Figuring it all Out!	I can identify the hidden rules in different situations. I can identify expected and unexpected behaviors in different behaviors.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Group Plan Directional Signals Physically Present Body Language

Unit Name: <b>Thinking of Others and Not Just Me</b>	<b>Length:</b> 4/30-45 minute lessons
<b>Standards:</b> Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit outlines the importance of thinking of others feelings and how our behaviors, both expected and unexpected, will make them feel.
<b>Essential Questions:</b> What does it mean to be a "just me person?" What does it mean to be a "thinking of others person"?	<b>Learning Targets:</b> Students will learn that being a just me person is an unexpected behavior. It can be seen as being selfish because they are doing things to show them that they don't consider their thoughts, feelings or what makes them feel calm, Students will learn that being a thinking of others person is being cooperative and thinking about others and how their behavior may make them think and feel.
Lesson Frame: Group Mural	I can demonstrate the expected behaviors for being a part of a group.
Lesson Frame: Identifying Just Me and Thinking of Others Behaviors	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Lesson Frame: How Others Feel	I can identify the feelings others feel when I am being a thinking of others person. I can identify the feelings others feel when I am being a just me person.
Lesson Frame: Describing Just Me and Thinking of Others Behavior	I can identify the behaviors that make a just me thinker. I can identify the behaviors that make a thinking of others person.
Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Thoughts Feelings Thinking of Others Person Flexible Thinking Just Me Person

Unit Name: <b>How Big is My Problem?</b>	<b>Length:</b> 4/30-45 minute lessons
<b>Standards:</b> Social and Emotional Competencies 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit explores problems and all of the different sizes that they come in. When students start to thinking about the size of their problem and stay calm when they have glitches others will have good thoughts about them.
<b>Essential Questions:</b> What is a small problem? What is a medium problem? What is a big problem?	<b>Learning Targets:</b> Students will learn that a small problem is a little unexpected problem that can be easily fixed. Students will learn that a medium problem is one that we didn't expect and isn't easy to quickly fix. Students will learn that a big problem is one that causes people we care about to become hurt or sick. Big problems are serious problems that adults are in charge of. They're too big for kids to figure out what to do.
Lesson Frame: Problems Come in All Sizes	I can label whether a problem is small, medium, or big.
Lesson Frame: Identifying the Size of Problems	I can identify whether a problem is small, medium or big.
Lesson Frame: Why Problems are Different Sizes	I can explain why something is a small, medium, or big problem.
Lesson Frame: Thinking About Problem Sizes in My Own Life	I can categorize different problems into small, medium or big.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Big Problems Medium Problems Small Problems

Unit Name: <b>Thinking About my Reaction Size</b>	<b>Length:</b> 4/30-45 minute lessons
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit further explores problems and all of the different sizes that they come in. Students will now learn how about the expected and unexpected reactions to problems of different sizes.
<b>Essential Questions:</b> What is the expected behavior when reacting to problems? What is the unexpected behavior when reacting to problems?	<b>Learning Targets:</b> Students will learn that it is expected that the reaction to a problem would match the size of their problem. Students will learn that is is unexpected when their reaction size is bigger than the size of their problem. This can cause others to feel stressed by their behavior which can create a whole new problem.
Lesson Frame: Try This Reaction on For Size!	I can act out the expected reaction for a given problem size.
Lesson Frame: Identifying the Size of Different Reactions	I can think with my eyes and use my social thinking to match a reaction size to the size of a problem.
Lesson Frame: My Reactions and Other People	I can identify how my reaction to a problem (expected or unexpected) will make others feel.
Lesson Frame: Matching My Reaction to the Size of the Problem	I can identify two possible reactions to a problem.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Reaction Size Overreacting Adjusting Our Reaction

Unit Name: <b>Doing an Activity or Just Hanging Out</b>	<b>Length:</b> 5/30-45 minute lessons
<b>Standards:</b> 1. Learners will begin to be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion. 2. Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environmental cues. 3. Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations. 4. Learners will be able to describe in simple terms how words, tone and body language are used to communicate with others.	<b>Outcomes:</b> This unit ties all of the components of becoming a social thinker together and applies them to real life activities that students may engage in with a group or peers.
<b>Essential Questions:</b> What are the three parts of doing an activity or just hanging out? What is the expected behavior when participating in an activity or just hanging out?	<b>Learning Targets:</b> Students will learn that doing an activity or just hanging out is made up of set up, doing the activity or the time spent hanging out, and clean up. Students will learn that the expected behavior when doing an activity or just hanging out is to participate in all parts of the activity and do so quickly and efficiently.
Lesson Frame: Ready....Set....Set Up!	I can identify the decisions I need to make in order to set up a game as part of a group.
Lesson Frame: Identifying the Three Parts of an Activity/Hanging Out	I can categorize parts of an activity as set up, doing the activity/hanging out, or clean up.
Lesson Frame: When Set Up and Clean Up Take too Long	I can identify when set up or clean up is taking too long in a given situation.
Lesson Frame: Talking About the Three Parts of Play/Hanging Out in My Own Words	I can describe the three parts of play/hanging out in my own words.
<b>Performance Tasks:</b> Completion of Social Thinking Think Sheets Group Activities Group Discussion	<b>Academic Vocabulary:</b> Set Up Clean Up Do the Activity