	SOCIAL THINKING
Part 10 - Session 39	
Theme: Perspective Taking	The Boring Moment 4

Aims:

- For students to understand the term, 'The Boring Moment'.
- For students to know that 'The Boring Moment' is part of everyone's day, every day!
- For students to be able to recognise when they are experiencing 'The Boring Moment'.
- For students to be able to recognise what they do (their behaviour) during 'The Boring Moment'.
- For students to know what they should (ideally) do during 'The Boring Moment' (be a good 'Social Fake').

For students to be able to take on the role of the 'Social Fake' during 'The Boring Moment'.

Activity	Procedure	Equipment
Your Boring Moments – Are you a good Social Fake?	As a Form discuss each student's 'Boring Moments' and their behaviours. Encourage your students to use think and guess in relation to their behaviour. Either use an example of your own behaviour or encourage a student to volunteer to discuss their behaviour during 'Boring Moments'. Use 'think' to help the students infer what the speaker may have felt when they responded as they did. For example, if the student yawned all the way through their teacher's explanation of an exam question their teacher might think that they are tired, uninterested, or rude. The teacher might feel hurt, annoyed, or despondent.	Students' completed Boring Moments sheets
	Use student scenarios and their behaviours to make inferences about what others might think of them and how it might make them (the speaker) feel . Use the table below if it helps. Provide forced choices if this is too difficult.	Think/Feel Table