

Social Detective FLEX Camp: A mini curriculum

Table of Contents

Before You Begin and Set Up	2
Module 1: Introduction to Social Detective FLEX Camp (or Boot Camp).....	3
Module 2: Levels of the Academy and Mission Pack (Magnet-EYES).....	4
Module 3: Levels of the Academy and Mission Packs (Flex-pected)	5
Module 4: Levels of the Academy and Mission Packs (Brain Bender Challenge: Team Flag)	6
Thinksheet 1: Teachers are Tricky	7
Thinksheet 2: Special Sauce for Social Spies.....	8
Thinksheet 3: Team Name, Mascot, and Flag.....	9
Appendix A: Official Letter from the Social Town Mayor	10
Appendix B: Types of Smarts Coloring Page.....	11
Appendix C: Detective Badge Prototype	12
Appendix D: Sample Levels of the FLEX Camp to Enter the Superflex Academy	13
Appendix E: Sample Observation and Self-Evaluation	14

PLEASE NOTE!

These are just a few examples of some of the core social thinking vocabulary to teach and practice before introducing the Superflex curriculum. This is a very mini curriculum and is meant to help guide you in developing motivational tools to teach strategies (based on conceptual and strategy-based frameworks grounded in research based concepts). Consider using this template as a way to add and infuse additional lessons. Also, please make sure to use the self-evaluation after each lesson or develop additional rubrics for scoring UNDERSTANDING and not just production!

Most importantly - have fun and know that you can differentiate instruction for your students using this template because it is simply a framework.

Critical Prerequisites

In order to utilize this mini-curriculum, students must have a basic understanding of thoughts and feelings (I have thoughts/feelings and You have thoughts/feelings). If your students don't have this level of understanding, please go back and teach prior to using this packet.

Before You Begin

We all know the importance of setting the stage for our students. The Social Detective FlexCamp is no exception. Here are a few pointers to help ensure that you are on the right track. Answer these questions about the group members or individual student before you start:

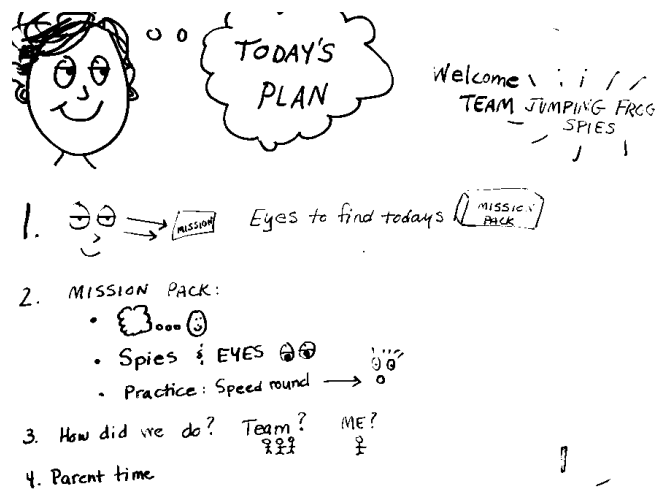
1. Does the individual use language at the conversational level? That is, are they participating in back and forth (reciprocal) exchanges using complex sentences and with little/no echolalia?
No **Yes** (go to question 2)
2. Is the individual over the age of 6?
No **Yes** (go to question 3)
3. Does the student understand the idea that a “thought” is something that happens in our brains/minds/heads?
No **Yes** (go to question 4)
4. Does the student understand the difference between pretend and real? Does he or she act out roles in pretend play?
No **Yes**

If you answered No to any of the 4 questions above, please start with teaching play-based and language-based strategies.

Set Up

All of the sessions/lessons related to the FlexCamp or Prep Camp should start and include the following:

- Schedule of the “plan for the day.” This is typically on a white board and should include a list of the major activities for the day. Include a stick person drawing or other icons for visual support. Three major parts of each lesson: 1) Eyes to find the Mission packs, 2) Statement of mission quest/plan, and 3) Self/teacher eval. of understanding & performance
- Action: Put 1-3 mini-lessons into envelopes or mission box (cardboard box of any type) and hide around the room. These lessons may be Thinksheets, games, apps, books, or other ways of practicing.
- Once students learn the strategy of “thinking with eyes”, all sessions should start by having individual students “find” the hidden mission packs by following eyes of the teacher. This reinforces the power of the eyes for observation.
- Mission Quests or Mission Time:
The schedule should have a broad statement about the missions for the day.
- Group/individual evaluation time:
Always allow time to have students give input on how they think they did with the lesson.



Module 1

Introduction to Social Detective FLEX Camp (or Boot Camp)

Standards focus: Collaboration and Cooperation

Group targets: Flexibility, Grit/tenacity, negotiation (Take 2-6+ weeks to complete)

- 1.** Read the Official Letter from the Social Town Mayor to your students (**appendix A**). Read the first few pages of *You are a Social Detective* to introduce social smarts and school smarts.
Pass out brain page and have kids identify smarts (appendix B**)*
- 2.** Explain that anyone entering the BIG Superflex Academy must show that they have already passed all of the requirements of Detective FLEX camp.
***Extra:** You may show different Levels to enter the Superflex Academy here (**appendix D**)*
- 3.** Introduce the concept of a Detective Badge that will be their entry into the Superflex Academy (prototype in **appendix C** - show sample)
- 4.** Introduce **Badge Stamps** (stamps = lesson completion & vary based on your group)
- 5.** Introduce Secret **Mission Packs** (show example of envelopes or mission box)
- 6.** Activity: Select Team Mascot (Animal or insect or _____)
Note: This may take 2-4+ weeks based on amount of structure needed to get group members to compromise or negotiate on mascot selection.

Strategy-based Framework: Social Thinking Vocabulary (Types of Smarts)

Conceptual Framework: ILAUGH

Research-based concepts: Initiation, language, play, problem solving

Module 2

Levels of the Academy and Mission Packs (Magnet-EYES)

Standards focus: Collaboration and Cooperation

Group targets: Flexibility, Grit/tenacity, Teamwork (Allow 3-8+ weeks)

1. Review Team mascot, Badges, Badge Stamps and Mission Packs

2. Introduce Levels to enter Superflex Academy (Hang on Wall)

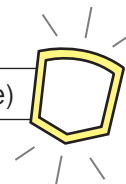
*This should be more than 8 and up to 20-25 (example in appendix D)

Refer to “Set Up” guidelines to introduce the first mission pack, Magnet-EYES

First Detective Power = Magnet-EYES (aka Magnetize)

*Eyes to find the prize *Thinking with eyes *Turns with eyes

OFFICIAL DETECTIVE BADGES Give each student (or have them design their own badge)



3. Mission Pack (3+ mini lessons per pack): **Magnet-EYES**

a. Follow my eyes to “get the prize” (mission envelope): Use the lessons in *Think Social* or develop your own lesson around how to follow another’s eye gaze

b. THINKSHEET 1: “Teachers are Tricky”

c. Practice: Use snack time or other turn-taking activity where one student is the leader (using only eyes) to direct others to items in the room or on the table.

4. Mission Pack (3+ mini lessons per pack): **Magnet-EYES and other tools**

*Read the remaining pages of *You Are a Social Detective*. You should routinely refer back to the storybook and to teach each part of the toolbox. Start with eyes and expand to ears, brain and feelings. Use *Think Social* and *We Thinkers!* for other lesson ideas about social observation. Don’t be afraid to make up your own lessons about observing

Remember: your ultimate goal is to teach lessons that relate to strategies that relate to the research. Using eyes for joint attention and the process of social observation are both critical to teach. Re-visit these often to make sure students truly understand and “do.”

5. Introduce self-reflection sheets (Team Time - **Appendix E**)

6. If/when the team has mastered the lessons (use rubrics to measure) related to THINKING with EYES, then have a formal ceremony to award each the: Eyes Badge STAMP

Strategy-based Framework: Social Thinking Vocabulary (Thinking with eyes)

Conceptual Framework: ILAUGH

Research-based concepts: Initiation, joint attention, problem solving

Module 3

Levels of the Academy and Mission Packs (Flex-pected)

Standards focus: Point of View, Collaboration and Cooperation

Group targets: Flexibility, Teamwork, Self-regulation (Allow 3-6+ weeks)

- 1.** Review Levels of the FLEX camp and move each student to the next level
- 2. Mission Pack** (3+ mini lessons per pack): **Understanding expected vs. unexpected**
 - a.** Show pages of the Social Detective storybook but cover the words and have students describe and explain what's happening (this can be a mission).
 - b.** Review the components of a Detective Tool Box and build toolboxes with paper or other materials. Refer to the back of the Detective book or *Think Social* for additional lessons related to expected and Unexpected
 - c. THINKSHEET 2:** Special Sauce for Spies (mission envelope - observe people and place)
- 3. Mission Pack** (3+ mini lessons per pack): **Flex-pected (and unexpected)**

*Don't rush this section! Make sure to include THINKSHEETS or mini-lessons that allow students to spend time observing and figuring out what's expected or unexpected based on the PEOPLE and the Situation or Context. Use Story Grammar Marker (Rooney-Moreau) and STOP and Read the Room (Ward and Jacobsen) as supplemental lessons.
- 4.** Introduce self-reflection sheets (Team Time - **Appendix E**)
- 5.** If/when the team has mastered the lessons (use rubrics to measure) related to THINKING with EYES, then have a formal ceremony to award each the: Expected STAMP

Strategy-based Framework: Social Thinking Vocabulary

Conceptual Framework: Problem Solving, Hidden Rules

Research-based concepts: Initiation, language, play, problem solving

Module 4

Levels of the Academy and Mission Packs

(Brain Bender Challenge: Team Flag)

Standards focus: Point of View, Collaboration and Cooperation

Group targets: Self-regulation, Flexibility, Teamwork, Problem solving (Allow 2-5+ weeks)

1. Review Levels of the FLEX camp and move each student to the next level (if passed)

2. Mission Pack (3+ mini lessons per pack): **Brain Bender Challenge***

*Throw in special challenges on occasion to work on flexibility and teamwork

- a.** Read trade books where mistakes happen and it's okay! Check out *Beautiful Oops* and others like it to help with flexibility (at least to have a discussion about it)
- b.** Assign roles: Sketcher, Color Artist, Director, Planner, Recorder (Ward and Jacobsen) or if the group can handle negotiation around the differing roles then allow them to do so.
- c. THINKSHEET 3:** Team Name, Mascot, and Flag

Strategy-based Framework: Get Ready, Do, Done (Ward/Jacobsen), 3 parts of play

Conceptual Framework: 4 Steps of Perspective Taking, Group Play and Problem Solving

Research-based concepts: Initiation, Self-regulation, Perspective Taking, Executive Functioning

Teachers are just Tricky! ***(Or are they... you be the judge)***

Did you know that teachers and parents don't always say your NAME
to **get your attention?**
or tell you **it's your turn.**

It's true! Sometimes they just look in your direction to let you know
it's time for you to talk or time to answer a question.

This is why we learn to **Think with our Eyes and be Detectives**

Why do teachers do that?

Maybe they go to their own special training camp where they learn
that there are kids are going into the Superflex academy and they are
just checking to make sure kids learn about thinking with eyes.

OR MAYBE

They like it when kids are thinking about them with their eyes (and
even their brains). It shows they are listening and learning.

OR MAYBE

They are just tricky.

What do you think? Let's vote!

1. They go to a secret teacher training.
2. Teachers like it when kids are using their Detective eyes.
3. They are just tricky.

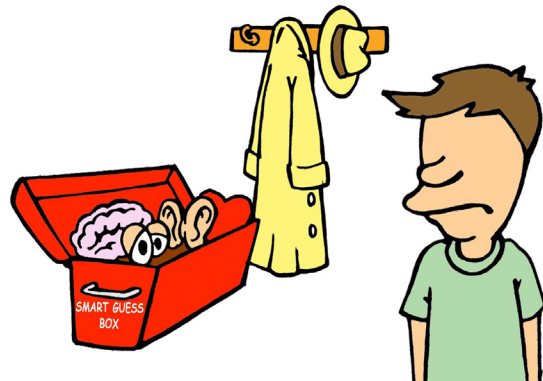
OUR team decision: _____

How could we find out if this is true?



Special Sauce for Social Spies

Just like in cooking, we need to make sure we have certain ingredients in our Detective Toolboxes. We will call this the SPECIAL SAUCE in our Social Detective Recipe. **What should the ingredients be?**



- 1.
- 2.
- 3.
- 4.

Secret Assignment

Use your detective tool kit to walk around and figure out what 3 people are doing. **QUIETLY:** Let's find 3 people and observe what they are doing or saying.

Who did you find?

Where was he or she?

Was he or she doing what is expected?

- 1.
- 2.
- 3.

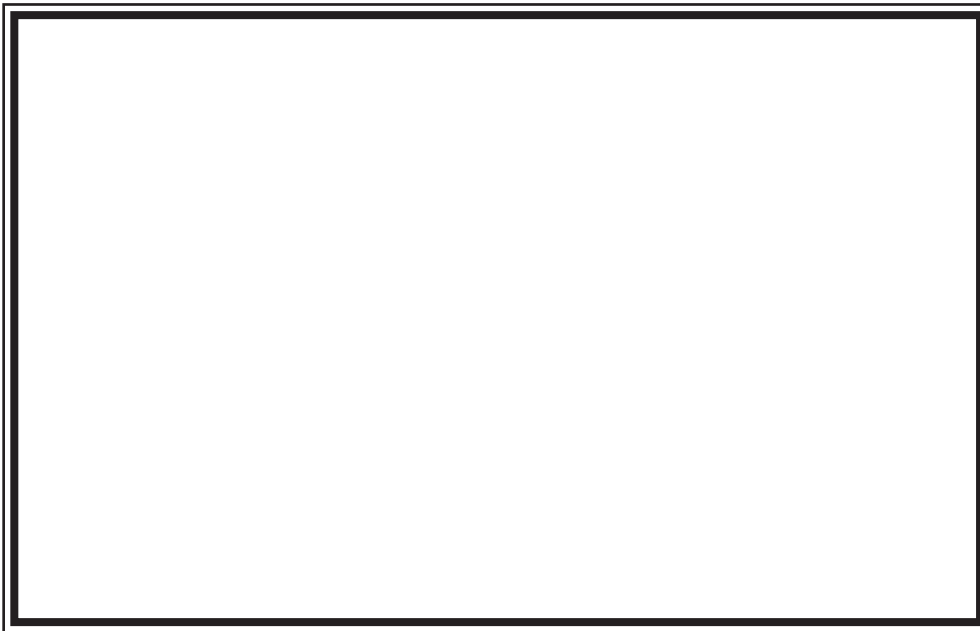
YES	NO
YES	NO
YES	NO

Team Name, Mascot, and Flag

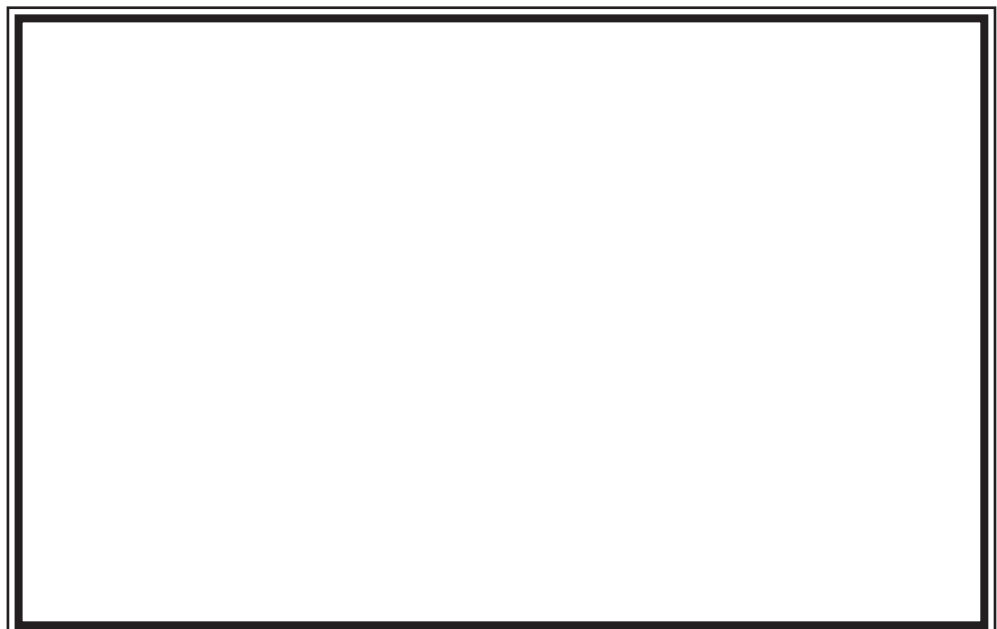
Work together as a team to **AGREE** on your Team Name, and draw a picture of your Team Mascot and your Team Flag

***If you need some help, then you should ask your Platoon Leader (teacher)*

Team Name: _____



***Team
Mascot***



***Team
Flag***



Welcome to the
Social Detective FLEX Camp
Superflex Academy (Step 1)

You have been selected to enroll in the Superflex Academy. However, most people don't realize that in order to begin training in the Superflex academy, you must first show your strengths and talents in the Social Detective FLEX Camp.

Each week, you will need to participate in secret missions that will prepare you and your team. Some days you will be asked to answer questions about what you have learned in the Academy. If your team is unable to answer the questions, you will be asked to repeat earlier missions until you are sure about the answers. So, work together to move through the ranks.

Your instructor is a part of our staff and has received instructions from the Official Superflex Academy on how to proceed. He or She will teach you about all of the Ranks. Each week, your team will work together to solve 2 or 3 MISSION PACKS as part of your academy training. You will be given an official Detective Badge on the first day of training.

IMPORTANT:

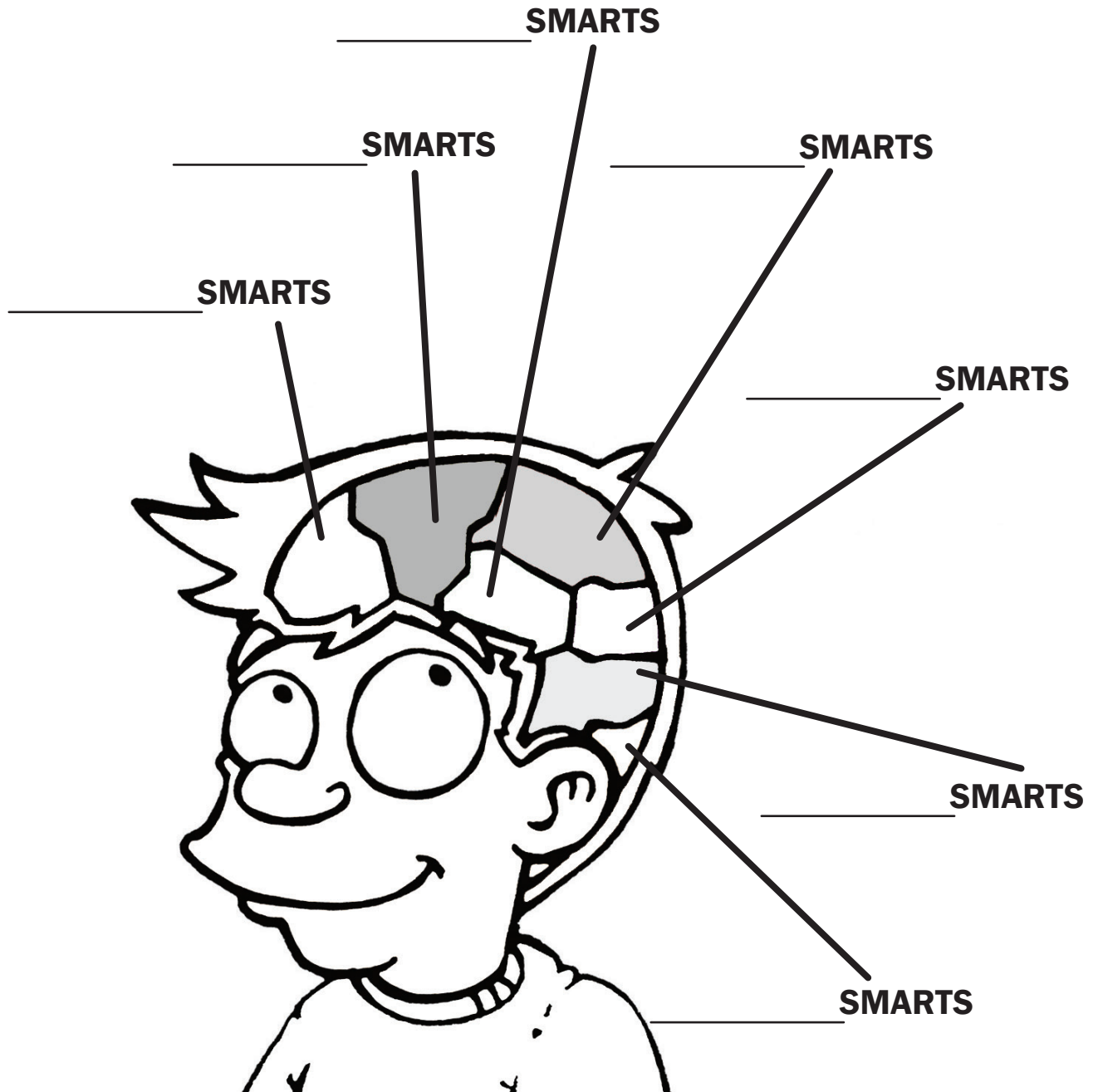
- 1.** You are now teammates
- 2.** You must work together to solve the missions
- 3.** The actual missions should remain TOP SECRET but you will be asked to show others what you've learned once you've completed each stage.

If you are able to do complete the missions given, then you will be able to advance to the next training level and will be given a special BADGE Stamp to place on your badge. You should know that it might take a few weeks to get each BADGE Stamp. Once you progress through the levels of the Detective FLEX camp, the citizens of Social Town will have a celebration!

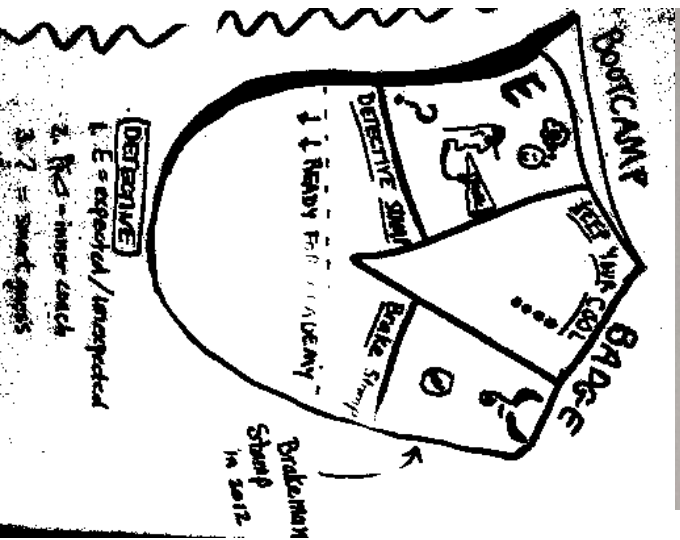
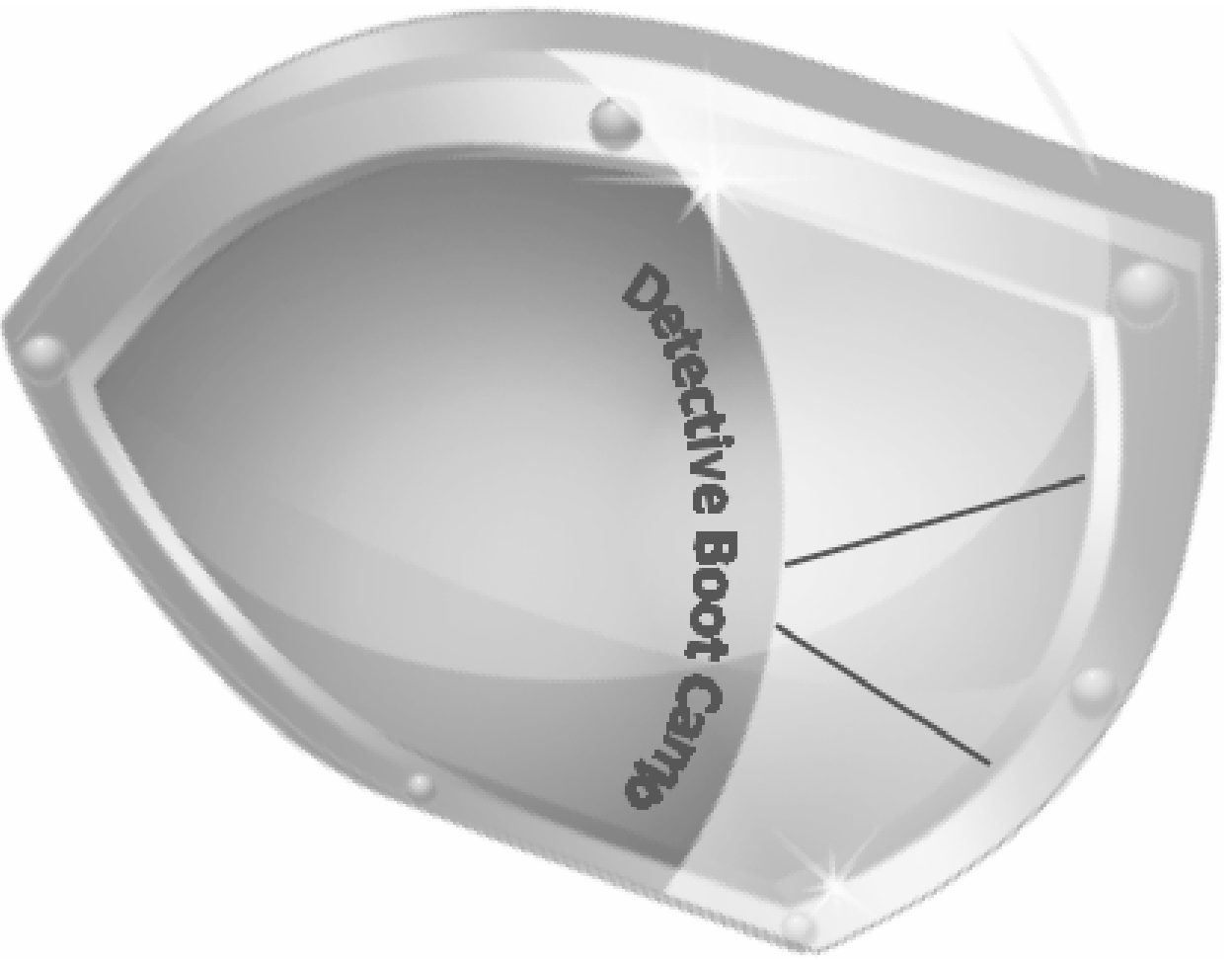
Good Luck!

SOCIAL TOWN MAYOR

Name: _____



Appendix C: Detective Badge Prototypes



**Appendix D: Sample Levels of the FLEX Camp
to Enter the Superflex Academy**

S - SUPERFLEX Academy READY!!!

C – COMMANDER IN CHIEF OF SOCIAL TOWN

A – ADMIRAL (1st and 2nd Class)

G – GOLD COMMANDER (Jr. and Sr.) **S** – SILVER COMMANDER (Jr. and Sr.)

B – BRONZE COMMANDER (Jr. and Sr.)

VS – VETERAN SENIOR (Levels 1, 2, and 3)

V – VETERAN JUNIOR (Levels 1, 2, and 3)

RS – ROOKIE Level 3

RS – ROOKIE Level 2

RS – ROOKIE Level 1

RS – ROOKIE SENIOR

R3 – ROOKIE Level 3

R2 – ROOKIE Level 2

R1 – ROOKIE Level 1

RJ – ROOKIE Junior

C/COL - CADET COLONEL

C/CPT - CADET CAPTAIN

C/1LT - CADET FIRST LIEUTENANT

C/CSM - CADET COMMAND SERGEANT MAJOR

C/MSG - CADET MASTER SERGEANT

C/SFC - CADET SERGEANT FIRST CLASS

C/PFC - CADET PRIVATE FIRST CLASS

Cadet - APPRENTICE

***Congratulations.
You completed
today's missions!***

Your Current Levels:

_____ : Rookie Senior (Level 2)
 _____ : Veteran Senior (Level 1)
 _____ : Cadet (Apprentice)

Comprehension How did I do?

Today's mission was _____
 (have student fill in)

Production

- I worked as part of my team to solve the mission. I only needed 1 reminder (or none).
 Yes Sort of Not really
- I know what I'm working on (trying to remember and do).
 Yes Sort of Not really
- I think the team (ALL OF US) should be considered for a promotion to the next rank.
 Yes Not this time

Instructor Ranking - Production

	1	2	3	4
Thinking with eyes	Needs constant adult reminders	Eyes to think about others during routines or small group. Adult help still needed	Somewhat consistent use of thinking with eyes. Minimal adult cues	Uses eyes to think about others in a manner consistent with peer group
Expected Unexpected	Unable to state Expected or Unexpected behaviors	1 activity - able to tell 1 expected and 1 unexpected example (with prompts)	Able to state and show at least 1 expected behavior for 1 activity	Can state and show expected behaviors similar to peer group
Filtering Comments	Blurts any/all comments	Filters 1 comment with verbal/visual cue from adult	Filters 2 or more comments with self cue (visual or verbal)	Filters comments at the same or similar level as peers.

Instructor Ranking - Understands strategy or lesson

Thinking with eyes	Does not understand and unable to state title or main idea of lesson or strategy	States main idea or title of lesson but no evidence of understanding even with probes and cues	States title or main idea of lesson or strategy and is able to give an example of using the strategy within the group	States main idea of lesson or strategy and gives 1-2 examples of how to use the strategy outside of the structured setting
Expected Unexpected				
Filtering Comments				