Unit 2: Positive Behaviour Patterns

| Lesson Title | Objectives | Main Tasks |
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| 1. Identifying feelings | To identify our feelings and our associated behaviours | * In small groups, students list as many feelings as they can * Students watch a clip from a film Whiplash in which a music conductor behaves unreasonably * Students analyse the clip considering the feelings and behaviours of all the main participants * Students individual reflect on how they react in a range of scenarios e.g. working on their own * Students discuss how others may react to the same scenario * Students discuss why they need to be aware of their own feelings and those of others |
| 1. Triggers for feelings | To reflect on the range of reasons for feelings | * Students create a person using the heads-bodies-legs game where each person draws a different section * Students work as a class to generate different causes for the emotion ‘frightened’ * Students use the heads-bodies-legs model to consider different triggers for different emotions i.e. each student identifies a reason and then folds it over for the next person to add their own * Students complete the same activity for themselves i.e. identifying what makes them upset, happy, angry etc. |
| 1. What strategies can we use to manage our feelings? | To identify different strategies for managing feelings and to evaluate which strategies are best | * Students brainstorm strategies for managing feelings * Students create a mindmap of their strategies and then add other strategies from our suggested list * Students colour code the strategies – red / amber / green * Students apply their learning to a range of student scenarios |
| 1. What happens if we don’t manage our feelings? | To understand the possible impacts of not managing our feelings well | * Students recap the strategies that they learned last lesson * Students generate a storyboard which begins with an unresolved argument in the morning. Their storyboard will explore how this incident led to other conflicts. * Students share stories with the class and identify ways that the issues could have been avoided. |
| 1. STOP: How can we recognise that a situation is getting out of control? | Teacher Objective (may not be suitable to share with students):  To help students recognise the mental, physical and behavioural clues which alert them that a situation might be getting out of control  For students:  To know when it is time to STOP | * Students share a time when they were angry, frustrated or upset * Teacher explains the Stop-Think-Do idea to students * Students use the prompt sheet and their own knowledge to create their own summary of clues that might indicate that a situation is getting out of control * Students use the sheet to identify their own top 5 triggers * Students reflect back on their initial scenario to see if they can retrospectively identify clues * Students try to remember as many clues as possible |
| 1. THINK: Generating possible actions | Teacher Objective (may not be suitable to share with students)  To understand that in any given situation there are a number of possible actions and that choosing each action has different consequences  For students:  To understand what we are thinking about when we THINK | * Recap clues that a situation is getting out of control * Teacher input that students think about 2 things i.e. What could I do and what consequences will each action have? * As a class, students consider consequences for a range of responses to the scenario of being told off for talking in class when they weren’t actually talking * Individually – students generate actions and consequences for a range of other scenarios * Students recap the two key questions at the THINK stage |
| 1. THINK: How do we decide what to do? | To understand the characteristics of cool, weak and aggro options | * Students recap what they know about STOP and THINK * Students predict what is meant by Cool, Weak and Aggro options * Card sort in which students categorise units by cool, weak or aggro * Students discuss the disadvantages of using weak/aggro solutions even when it seems to resolve the situation * Students reflect on occasions when they have used Cool, Weak and Aggro solution |
| 1. THINK: How do we choose which action is right? | To practise choosing the right action in different situations  (potential assessment opportunity if this is needed / desired) | * Students recap what they know about STOP and THINK * Students review the talking scenario from last lesson and highlight what they think is the best action * Students discuss their choices with the class * Students select the best action for the other scenarios and annotate their diagrams to explain why * Students choose one scenario to write about in detail (potential assessment opportunity) |
| 1. DO: How do I say sorry? | To understand how to say sorry properly | * Brainstorm – John has apologised but his teacher is still angry. Why could this be? * Teacher input about communication (what you say, how you say it and your body language) * Students analyse different ways that an apology can still cause offence e.g. headphones in * Students create an expert guide to saying sorry * Students roleplay saying sorry in 3 different scenarios |
| 1. DO: The importance of body language and tone of voice | To understand how our body language, our language and our tone of voice can impact on our action | * Students recap how to say sorry properly * Students consider a range of scenarios in which the person has chosen to do the right thing, but this is undermined by tone of voice / body language / choice of words * Teacher-led discussion on the mobile phone (needs to be adapted to school rules / circumstances) * Students generate a list of rules for the do stage |
| 1. Summary of STOP–THINK–DO | To consolidate our understanding of the STOP-THINK-DO strategy | * Students create a one-page summary of the STOP-THINK-DO which is personal to them. This is an ideal ICT activity * Students peer assess their summaries using the success criteria sheet |