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| Unit: | Positive Behaviour Patterns | Suggested Order: 1 of 10/11 |
| Topic: | Identifying Feelings | |
| Key Objectives: | To identify our feelings and our associated behaviours | |
| Resources: | Lesson Identifying Feelings PowerPoint  Film Clip Analysis sheet  Clip from Whiplash – Up the Tempo (widely available on YouTube)  My own feelings and behaviours sheet | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Introduce new topic. | Big picture |  |
| 3 Mins | Students brainstorm as many feelings as they can | Assess prior knowledge – sense of their feeling vocabulary |  |
| 15 Mins | Students watch a clip from a film Whiplash in which a music conductor behaves unreasonably and then analyse the clip using the film clip analysis sheet considering the feelings and behaviours of all the main participants | Abstract scenario means that students do not feel threatened by the work on feelings and are introduced to the key difference between feelings and behaviours. |  |
| 10 Mins | Students now apply this knowledge of the difference between feelings and behaviours to their own feelings and behaviours using the feelings and behaviours sheet. | Reflection |  |
| 20 Mins | Working in groups, students consider how other people might react in the same scenario. | Empathy | *If students cannot think outside of their own experience, this is something that it is worth sharing with pastoral teams etc.* |
| 5 Mins | Students reflect on why it is important to be aware of their own and others feelings. | This gives students a stake in the unit as the premise of the unit is that we all need to get better at this. |  |

Opportunities to differentiate / personalise:

The feelings and behaviours sheet can be modified to reflect issues that students are experiencing (or to make it less personal).