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| Unit: | Positive Behaviour Patterns | Suggested Order: 10 of 10/11 |
| Topic: | DO – Doing it right | |
| Key Objectives: | LO: To understand how our body language, our language and our tone of voice can impact on  our action | |
| Resources: | Lesson DO: Body language and tone of voice PowerPoint  DO scenarios | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Recap how to say sorry | Embedding learning (opportunity to catch up learning if students were absent) |  |
| 25 Mins | Students given a range of action cards which they stick one-by-one into their book annotating with the following 4 sub-headings (words in bold):   * What has the person done **right**? * What has the person done **wrong**? * What might the **consequences** be of their chosen action? * **Suggestions** for improvement. | Students analysing a range of scenarios where the person has typically chosen to do the right thing but carried it out less successfully. This is very typical of students who struggle with behaviour and they may fail to recognise the ‘wrong’ aspects of their behaviour. |  |
| 20 Mins | Discussion of how mobile phones can cause difficulties. This has deliberately been left very loose as all schools have different rules on mobile phones. Issues to address?   * How do people feel when they are talking to you and you are on the phone? * When should a phone be turned off? * What should you do if your phone rings / vibrates? | In particular, students need to understand mobile phone etiquette (and how older people may have different views on what is polite / not). | *Many students have no idea of how irritating mobile phones can be and of how to behave when using them. It is not always well-modelled for them at home.* |
| 10 Mins | Generate a personal set of rule for the DO phase | Summarising and embedding learning. |  |

Opportunities to differentiate / personalise:

The mobile phone discussion needs to reflect the school rules. Scenarios can be adapted to suit the behaviour profile of the group.