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| Unit: | Positive Behaviour Patterns | Suggested Order: 3 of 10/11 |
| Topic: | What strategies can we use to manage our feelings? | |
| Key Objectives: | To identify different strategies for managing feelings and to evaluate which strategies are best | |
| Resources: | Lesson Managing feelings PowerPoint  Highlighters or coloured pencils  Strategies Sheet  Optional: Scenarios sheet on paper (can be used on the board) | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Students brainstorm the strategies that they know to manage their feelings | Teacher awareness of the types of strategies that students know and employ | *Students can find it hard to group their strategies. They don’t see for example that music and sport are both similar in that they act as a distraction, however, there is no single right answer – this could also be viewed as an outlet for anger!* |
| 10 Mins | Students use a mindmap to group these strategies under some suggested headings (there could be others) e.g. distraction; sharing; describing / analysing; removing yourself | Students introduced to some general strategies which can help. |
| 20 Mins | Students are given additional strategies on the strategies sheet and they group these onto the same mindmap. | Students given a range of strategies which they may not have considered before. |
| 5 Mins | Students colour code their strategies   * Red (dangerous or negative strategies) * Amber (can be positive or negative) * Green (positive strategies) | Students independently work out that some strategies are more successful than others |
| 15 Mins | Roleplay or Discussion:  Students take on the role of the tutor and make recommendations on managing feelings based on real-life scenarios. . | Teacher able to assess if they can apply their knowledge from this lesson in an abstract context. |
| 5 Mins | Link to the next lesson – ask students to predict what will happen if they don’t manage their feelings. | Big picture awareness of the links between lessons. |

Opportunities to differentiate / personalise:

This lesson is quite abstract. You may want to maintain this by ensuring that the scenarios discussed are not too personal to the student. There will be lots of opportunity for more targeted individual reflection later in the scheme of work.