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| Unit: | Positive Behaviour Patterns | Suggested Order: 5 of 10/11 |
| Topic: | STOP: How can we recognise that a situation is getting out of control? | |
| Key Objectives: | 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 | |
| Resources: | Lesson STOP – identifying dangerous situations PowerPoint  Is it time to stop sheet  Clues prompt sheet | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Students share a time when they were angry, frustrated or upset | Insight into individual class behaviour (will be referred back to in the plenary) |  |
| 5 Mins | Teacher Input: What is STOP-THINK-DO? | Big picture |
| 25 Mins | Students use the prompt sheet to help them to identify clues / signs that a situation is getting out of control.  Feedback: Teachers should check that students have a wide range of answers. | Student knowledge and self-awareness – this is particularly important for them in terms of recognising when other people are angry. |
| 10 Mins | Students use the overall summary to create a personal summary of their own top 5 clues. | Student self-awareness |
| 10 Mins | Whole class discussion relating back to the scenario that students described at the start. Can they now identify clues? Can they identify a moment when they should have STOPPED? | Reflection and identifying opportunities to change their own behaviour |
| 2-3 Mins | Revision of the clues – how many clues can they remember that it is time to stop? | Trying to embed the knowledge |

Opportunities to differentiate / personalise: