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| Unit: | Positive Behaviour Patterns | Suggested Order: 6 of 10/11 |
| Topic: | THINK: Generating possible actions | |
| Key Objectives: | 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 | |
| Resources: | Lesson THINK: Generating possible actions PowerPoint  Modelled Actions and Consequences Task  Actions and Consequences – independent Task | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Recap clues that a situation might be getting out of control (reasons to STOP) | Embeds learning (and allows students who missed a lesson to catch up) | *Recapping is critical for this unit.* |
| 5 Mins | Teacher Input: What are students to consider when they THINK?   * What could I do? * What are the possible consequences of each choice? |  |  |
| 10 Mins | Class completes the modelled sheet for the common classroom-based scenario of being told off for talking when you weren’t actually talking.  Encourage students to generate a range of consequences. | This is a very common classroom experience (particularly for behaviour students). Talking through possible actions will hopefully immediately impact on classroom behaviour. |  |
| 20-25 Mins | Independent Work: Students given a range of scenarios and asked to generate possible actions and linked consequences for each scenario.  N.B. Students will need these sheets for lesson 8 (choosing what to do). |  | *Multiple scenarios are provided – encourage students to select scenarios which reflect their own experiences / challenges. You can also target scenarios at students.* |
| 5 Mins | Recap the key questions to ask. |  |  |

Opportunities to differentiate / personalise: As above in notes from the teaching team!