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| Unit: | Positive Behaviour Patterns | Suggested Order: 7 of 10/11 |
| Topic: | THINK: How do we decide what to do? | |
| Key Objectives: | To understand the characteristics of cool weak and aggro options | |
| Resources: | Lesson THINK: Cool, weak and aggro actions PowerPoint  Cool, Weak, Aggro Card Sort  Reflection – Cool, weak and Aggro | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Recap what they know already about STOP and THINK i.e. clues to stop and questions to consider at the think stage. | Embeds learning (and allows students who missed a lesson to catch up) |  |
| 2 Mins | Students predict what cool, weak and aggro options might be |  | *If you are unhappy with ‘aggro’ as a term, you can use aggressive but students tend to interpret this in purely a violent sense, whereas aggro can be more general e.g. shouting.* |
| 4 Mins | Teacher input into what cool, weak and aggro solutions are. |  |
| 20 Mins | Student card sort looking at behaviours and classifying them into the 3 sections. | Embeds understanding of the 3 terms. |  |
| 5-10 Mins | Discussion:  Sometimes a weak or an aggro action can seem to fix the situation.  What disadvantages might there be?   * In the short-term? * In the long-term? |  |  |
| 10-15 Mins | Individual Reflection: Students try to generate examples of when they have used all 3 types of actions in different settings (school, home and friendship) | Application to real life – hopefully growing student awareness of the type of behaviours that are most typical for them. |  |

Opportunities to differentiate / personalise:

The examples of behaviours can be tailored to reflect the behaviours of the group. Equally, you could look at other scenarios e.g. sports field.