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| Unit: | Positive Behaviour Patterns | Suggested Order: 9 of 10/11 |
| Topic: | DOING: Saying sorry properly | |
| Key Objectives: | To understand how to say ‘sorry’ properly | |
| Resources: | Lesson DO – Saying sorry PowerPoint  Aspect of Communication Sheet  Expert Guide to Saying Sorry  Highlighters | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Brainstorm: John has apologised but his teacher is still angry. Why might this be? | Students engaged in lesson content. |  |
| 5 Mins | Teacher Input: Information about communication is mostly non-verbal. Teacher explains / models how tone of voice and body language make a huge difference! | Deeper understanding of communication | *If you can model this, it is much more effective (you don’t need to be a drama teacher).* |
| 10 Mins | Students analyse aspects of an apology to see if they relate to:   * What you say * How you say it * Body language |  |
| 10 Mins | Students use ideas from the last task and their own experiences to complete the Expert Guide to Saying Sorry. | Embedding of learning (also a crib sheet to come back to if an apology doesn’t work) |  |
| 20 Mins | In pairs, students practise saying sorry in the following situations:   * You were talking when the teacher was talking * You repeated one of your friend’s secrets * You made a joke about somebody’s brother which made them angry | Application of learning  Embedding of learning  Opportunity for teacher to monitor learning |  |

Opportunities to differentiate / personalise:

3 scenarios at the end can be adapted to fit the needs of your students.