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| Unit: | Developing Self-Esteem and Resilience | Suggested Order: 7 of 7 |
| Topic: | Looking after other people | |
| Key Objectives: | To understand how our words and behaviour can impact on the self-esteem of others   * How to praise * How to give feedback | |
| Resources: | Considering others Teacher PPT | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Brainstorm – in what ways can other people impact our self-esteem (positively and negatively)? | Assess prior knowledge |  |
| 5 Mins | Recap of the different factors which impacted on how to say sorry (Positive Behaviour Patterns Unit). | If students have not done the Positive Behaviour Patterns unit, they will need some teacher input. There is lots of material in the ‘Sorry’ lesson. |  |
| 15 Mins | Roleplay: Groups given the task of generating 3 very short roleplays which use a positive word (good, fantastic, excellent) in a way which will make someone feel:   * Good * Bad * Confused | Students demonstrate how body language, tone of voice and choice of words are important in conveying meaning. | *Groups who are struggling will be supported by reminders to consider body language and tone of voice.* |
| 5 Mins | Teacher Input: The Feedback Sandwich.  Students given 2 examples of poor quality feedback sandwiches to analyse. |  |  |
| 20 Mins | Students swap exercise books and give each other feedback (positive and negative). Teacher circulates to monitor that feedback is supportive. | This is also an opportunity for students to practise receiving negative and positive feedback. |  |
| 5 Mins | Discussion: What was the most important thing that you learned today? |  |  |

Opportunities to differentiate / personalise: Supportive pairings for peer assessment task.