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| Unit: | Transition | Suggested Order: 3 of 7 |
| Topic: | Classroom Behaviour I | |
| Key Objectives: | To understand what is meant by Good Behaviour in a classroom | |
| Resources: | Sample Classroom Behaviour PowerPoint  Classroom Thought Bubble Image  Classroom Behaviour Cardsort (will also be used in Lesson 4) | |

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins + 5 Mins Feedback | Students encouraged to fill in thought bubbles for a range of students in the classroom | Students reflect on the variety in their rooms e.g. some bored; some interested; some hungry; some tired etc. | *If teaching this unit as part of a behaviour intervention, staff may find that it takes a long time! Students do not naturally analyse behaviour in this way.* |
| 5 Mins | Teacher input about behaviour and its importance |  |
| 15-20 Mins | Students given 1-2 profiles of students and asked to annotate them with:   * Examples of good behaviour * Examples of poor behaviour * What the teacher thinks * What other students might think | Students develop a more nuanced understanding of behaviour and begin to question how some behaviours can be good or bad e.g. asking questions (shows curiosity but can dominate the lesson) |
| 5 Mins | Students compare their profiles and annotations with each other. They add ideas to each other’s work. |
| 10 Mins | Students verbally present their students to the class commenting on all 4 areas. |
| 5 Mins | Reflection  What surprised you most about the lesson?  In what ways is behaviour different in different lessons? | Specific consideration of the challenge of behaviour in a secondary context. |

Opportunities to differentiate / personalise:

Give students a profile which is close to their own behaviour!