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

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| Guideline Timing | Activity | Typical Learning Gains | Notes / Advice from teaching team |
| 5 Mins | Students brainstorm why behaviour is important | Shared commitment to behaviour and recognition of why it matters | *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.* |
| 15-20 Mins | Students cut out behaviour profiles (same as last lesson) and place them along a spectrum (good-bad behaviour) | Students develop a more nuanced understanding of behaviour in a secondary context and begin to question how some behaviours can be good or bad e.g. asking questions (shows curiosity but can dominate the lesson) |
| 10 Mins | Students compare their spectrum with others in the group identifying similarities and differences. |
| 5 Mins | Students shown teacher responses to the same question and discuss:   * Why might teacher disagree? * Why does this matter for them? |
| 10 Mins | Students summarise their learning by completing the profile of a perfectly behaved student. | Assessment opportunity |
| 5 Mins | Reflection  Students identify the student on the spectrum who is most like them and explain why this might cause issues for teachers, for other students and for the individual themselves.  Students set a small target for themselves | The depersonalised context means that students can more easily reflect on their own behaviours |

Opportunities to differentiate / personalise:

Give students profiles which reflect their own behaviours.