02 Notice early signals

Aim

Link a possible body signal to a support need without assuming.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

"Tight hands may be a signal to pause; body signs mean different things for different people."

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Pause and check/support.
2. Recognises possible worry/excitement and offers check-in.
3. Rest/check need or adult support.
4. Reduce sound or offer quieter place.
5. No; ask/check rather than assume.

If pupils struggle

Use an adult-drawn body outline and neutral choices.

Next challenge

Distinguish a possible emotional signal from illness needing adult attention.

Classroom link

Adults respond to stated needs rather than relying only on visible signs.

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Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. A character notices tight hands. What could they do first?

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2. A character says their tummy feels fluttery before reading.

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3. A character is tired and rubbing their eyes.

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4. A character covers their ears in a noisy room.

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5. Can you know a feeling just by looking?

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____