03 How strong is the feeling?

Aim

Describe intensity using words or a chosen scale.

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

Use small/medium/big waves; explain the scale belongs to the pupil and is not a behaviour score.

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. Small/mild or justified equivalent.
2. Big/strong.
3. Could grow; not inevitable.
4. The person experiencing it.
5. Point, draw, sign or AAC.

If pupils struggle

Use only small and big.

Next challenge

Explain why two people may rate the same event differently.

Classroom link

Offer the pupil-selected scale during an ordinary check-in.

03 How strong is the feeling?

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 is slightly annoyed. Choose an intensity word.

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2. A character says the worry feels huge.

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3. What could a small worry become if help is delayed?

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4. Who decides how strong their feeling feels?

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5. Show a way to communicate intensity without speaking.

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

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