04 Pause and choose

Aim

Practise a safe pause before selecting support.

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

Model putting a task down, signalling a pause and choosing a quieter place with the agreed adult.

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. Signal/step away with agreed support.
2. Pause task and seek/retry with support.
3. Stay supportive/reduce language or demand.
4. No.
5. Accessible request or agreed signal.

If pupils struggle

Practise the request during a calm, predictable activity.

Next challenge

Choose a pause that keeps the person safe in a different setting.

Classroom link

Teacher honours the agreed pause signal.

04 Pause and choose

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 feels overwhelmed by a noisy game. Choose a safe pause.

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2. A character is cross about a mistake.

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3. What can an adult do during a pause?

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4. Does a pause mean the feeling is wrong?

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5. Show a pause request.

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

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