08 Thoughts are possibilities

Aim

Distinguish an event from a possible interpretation.

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

"They did not answer. Maybe they did not hear. I do not yet know." Do not challenge genuine safety concerns.

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. Did not hear/busy or plausible alternative.
2. No; may need teaching/help.
3. Cannot conclude everyone; seek support.
4. Ask/check with safe adult.
5. Take seriously and tell trusted adult; not reinterpret away.

If pupils struggle

Use concrete event/possible explanation pairs.

Next challenge

Give two possibilities without deciding which is true.

Classroom link

Teacher models uncertainty without dismissing pupil experience.

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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 friend does not answer. Give one possible explanation.

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2. A task looks hard. Does that prove you cannot learn it?

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3. A character says "Everyone dislikes me" after one disagreement.

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4. How could the character find out more?

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5. Someone reports being hurt. What should happen?

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

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