09 Feelings and safe actions

Aim

Separate acceptance of feelings from safe choices.

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

"It is okay to feel angry. We need a safe way to show it and help with what happened."

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. Put down/step away/seek adult.
2. No.
3. Tell trusted adult and receive support.
4. Respect and agree safe support.
5. Adult helps find another accessible option.

If pupils struggle

Use two safe choices without acting out unsafe behaviour.

Next challenge

Explain what adults should change in the situation.

Classroom link

Share a safe response plan with adults, not just the pupil.

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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 wants to throw a hard object. Suggest a safe next action.

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2. A character feels sad. Must they smile?

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3. A child needs help after someone hurts them.

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4. A character wants quiet rather than talking.

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5. A strategy is unavailable.

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

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