

Consequential Thinking (year 5 +)

Lesson Objective: To raise the knowledge and awareness of young people into Consequential Thinking and its impact on the individual.

Learning Outcomes:

All: Basic knowledge of how a person's feelings can effect choice and decisions.

Most: A more in depth knowledge of the process of cause and effect linked to feelings

Some: A full knowledge of the processes used to help manage personal feelings thus enabling them to make good decisions

What resources are required?

1. Presentation appropriate to age group
2. Smart board / projector and computer external speaker system
3. Pens and paper for individual and group work

What is the big picture?

Having the ability to understand and manage our own feelings and emotions will then let us have the same ability to understand and consider others. This will then enable the young person to make the right decision even if that goes against personal interest.

Starter Activity: Introduction followed by a general introduction into Consequential Thinking, what you will learn discussion.

Exercise to raise awareness of emotions and the effects on others.

Main Activities: The presentation is a single 1 hour (or 45 min) session dependent on lesson length.

1. What? – What is Consequential Thinking and emotional intelligence
2. How? – Impact Factors, Influence of others, Pressure Pointers (control measures)
3. Why? – Personality strengths and weaknesses

Plenary Activity:

Run through of the session, check knowledge by Q & A session, Followed by safeguarding process for disclosure.

Assessment for Learning:

Comparison of the opening and closing activities to show an increase in both awareness and knowledge of the young people

Extension Activities:

Constant reinforcement by teaching staff to build on awareness raising session

Differentiation:

1. The main presentation has been designed to be suitable in content for ages from 11 upwards.
2. However, changes can be made to the vocabulary used to make sure that the concepts and information is understandable by all those attending
3. The junior version is suitable for years 5 & 6

How will you know students have made progress?

By the receiving of feedback from teaching staff and students on the initial session. Plus further feedback after completion of the extra 'extension activities'. To gauge knowledge and awareness of the young people present at the presentation. Discussion about the work booklet by the students with peers, teachers and other family members.