

Lesson 1 — Reading the Room / Situation

Subject 1 — Reading the Room / Situation

Objective: Students will look for clues in a place before they act — how loud it is, what people are doing, and what is happening — and change their own behaviour to match the situation.

Duration: 45 minutes

Materials:

- Photo posters of three different settings (quiet room, lunchroom, classroom during work time)
- “Three Clues” wall chart
- Situation cards (one per student)
- Three Clues student sheet (one per student)
- Green and red response cards
- Whiteboard and markers

LESSON SEQUENCE

Phase	What Happens
Warm-Up / Hook <i>5 min</i>	Walk into the room acting completely wrong for the setting — talk very loudly, sit on a desk, start clapping. Stop and ask: “What did I do wrong just now? How did you know it was wrong? Nobody told me.” Write their answers on the board. Point out that they read the room without anyone explaining it. Tell them that today they are learning how to do that on purpose.
Direct Instruction / Modelling <i>10 min</i>	Put up the Three Clues chart and teach each clue: Clue 1 — How loud is this place? Is it a quiet place, a talking place, or a loud place? Clue 2 — What are people doing with their bodies? Sitting still? Moving around? Working? Eating? Clue 3 — What is happening here? Is it work time, break time, waiting time, or a serious time? Model with the first photo poster. Think out loud: “I see everyone sitting. It is very quiet. People are writing. So this is work time. I should walk in quietly and go to my seat.” Model a second photo the same way, out loud, so the students hear the whole thinking process.
Guided Practice <i>12 min</i>	Show one photo poster at a time. For each one the group answers the three clue questions together. Then ask two follow-up questions every time: “Name one thing you would do here,” and “Name one thing you would not do here.” Call on quieter students for the follow-up questions so everyone gets a turn.



Phase	What Happens
	If a student gives a wrong answer, do not correct it flatly. Ask, "Which clue made you think that?" and work it through with them.
Independent Practice 12 min	Give each student one situation card and a Three Clues sheet. They read or look at their card, fill in the three clues, and write or draw one thing they would do there. Circulate and prompt with the chart rather than giving answers. Students share their card and their answer with the group or with a partner.
Wrap-Up & Review 6 min	Point to the chart and have the group say the three clues together. Go around the room: each student names one real place they will be in later today and one thing the room will tell them. Set the goal for the week: stop at the door and read the room before walking in.

GAMES

Freeze and Read the Room

Call out a setting — "lunchroom," "quiet room," "gym," "waiting for the bus." Students move and act the way they would in that place. Call "freeze," tap one student, and they explain which clue told them how to act.

Right Place, Wrong Place

Read a behaviour and a place together — "Shouting to your friend ... in the lunchroom," "Shouting to your friend ... in a quiet room." Students hold up green or red. Ask one student each round to say why.

Room Detective

Walk the group to three real places in the building. At each one they stand quietly for thirty seconds, read the room, and report the three clues when you get back to class.

WHAT THE TEACHER CAN SAY

- "Stop at the door and look before you go in."
- "What is everyone else doing right now?"
- "Is this a quiet place or a talking place?"
- "What clue are you using?"
- "You read the room — nice work."

WHAT TO LOOK FOR

- Student pauses and looks around before entering or speaking
- Student changes voice volume to match the place
- Student can name at least one clue when asked
- Student notices when the situation changes mid-activity



SUPPORTS AND ADAPTATIONS

- Give the Three Clues card as a small pocket card the student can carry
- Use photos instead of written situation cards for non-readers
- Pre-teach the words quiet, serious, break time before the lesson
- For students who freeze, give a choice of two answers instead of an open question
- Practise in one real setting daily until it becomes routine

