



# **SEAL Small group activities exemplar**

## **Planning and resources**

**Changes Key Stage 1 Silver set**

Theme planning and resources adapted and developed from the  
DCFS Primary Behaviour & Attendance Strategy:

**Excellence and Enjoyment:**

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**Explanation: Use of beanies /objects for a 'round'**

Choose a small 'beanie' toy or an interesting object such as a shell or marked card for use during circle time 'round' activities so that people who hold the object know it is their chance to talk and other's chance to listen.



Explanation: Whole Group Aims Working Skills Resource

## Whole Group Aims Working Skills Resource

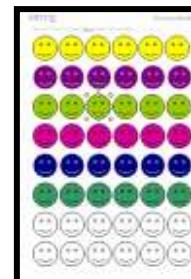
### What does it look like?

There are 2 sheets in the resource:

1. Resource: Group Aims Working Skills master – Our group can...



2. Resource: Group Aims Working Skills – Smiley face target tokens



### What is it for?

The Whole Group Aims Working Skills System has been developed by the team as an 'on the spot' reward' for individuals within the group to help reinforce and embed the Whole Group Aims and so remind children how we behave towards each other. They are also a useful tool to help the group to be able to reflect on areas they have done well in and those which they may wish to focus on in future sessions.

### How to use

The statements on the **Resource: Group Aims Working Skills Master – Our Group Can...** have been colour coded to correspond with the colour smiley faces. When you notice a child using skills that fulfil the Group Aims they are awarded the appropriate colour smiley face. The faces can be printed in colour and laminated or printed in black and white onto the corresponding coloured paper / card.

Resource: Group Aims Working Skills master – Our group can...

# Our group can....

We can listen to others in a group

We can follow the rules of a group

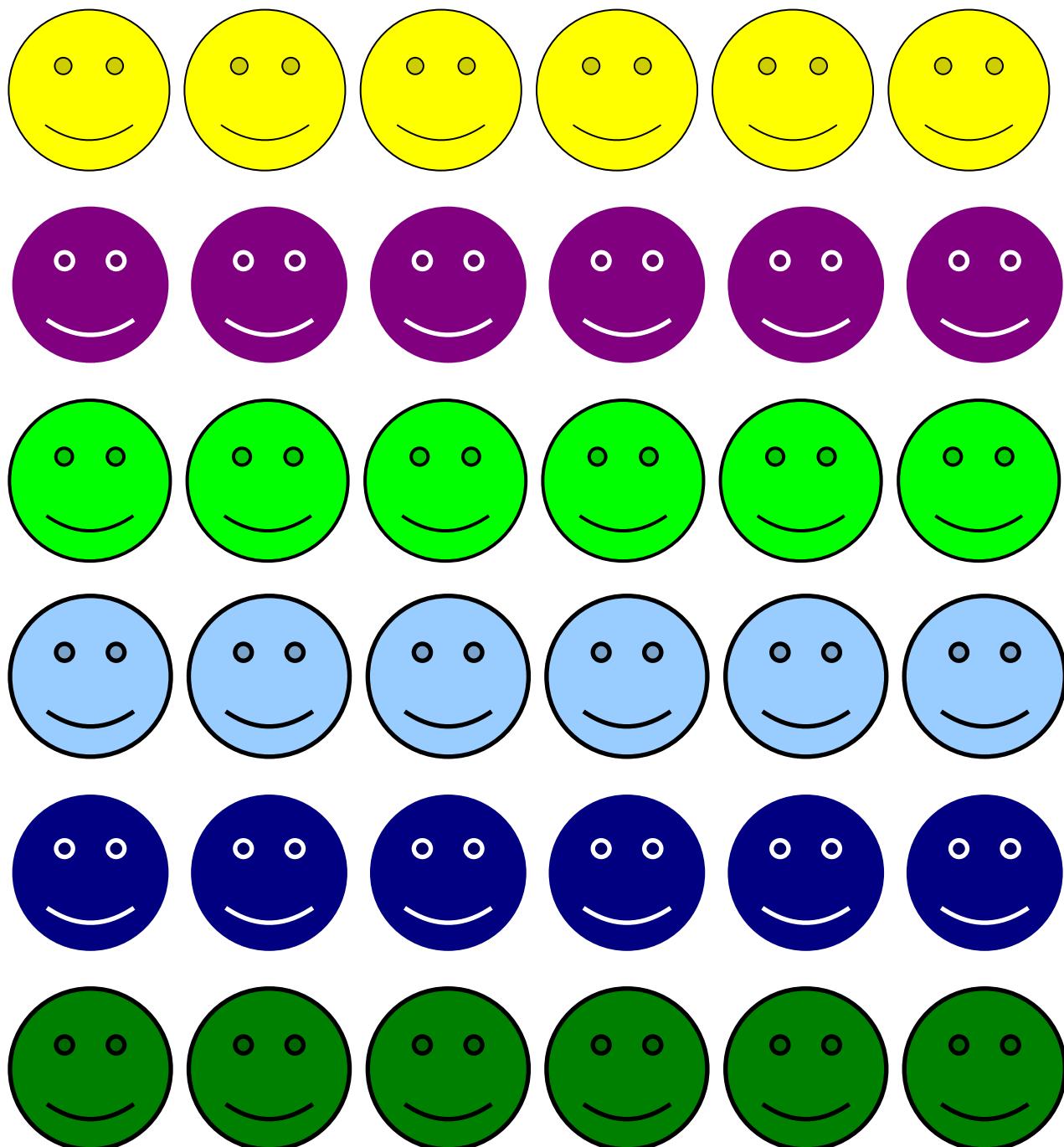
We can work co-operatively in a group

We can look and sound friendly to others in a group

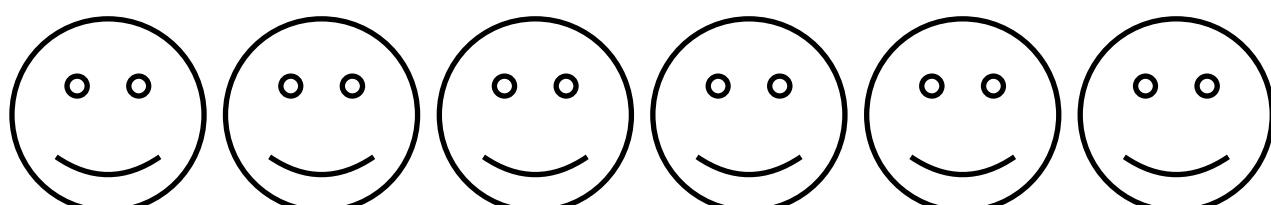
We can share with others in a group

We can take turns in a group

Resource: Group Aims Working Skills – Smiley face target tokens  
Colour coordinated to match the statements on Resource: Group Aims Working Skills master – Our group can...



Blank for you to copy and print onto coloured paper to match the statements on Resource: Group Aims Working Skills master – Our group can...



Explanation: Scaling resource

## Scaling Resource

**What do they look like?**

Example 1



Example 2



**What is it for?**

Scaling resources are used as a tool used to assess progress.

**How to use**

The scaling resource can be used:

- at the beginning or end of the session
- as a group or individually

The participants should consider where they feel they are on the scale in relation to the 'learning intention' or 'I can...' statement.

**Extension**

The scaling resource may be used to set targets for the coming week.

The scaling task results may indicate pupils who are not achieving the 'I can' statements, so indicating a need for further planned intervention to support their learning.

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Changes, silver set, KS1

Session no.: Introductory session	Date:	Group:
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**Class teacher:**

**Facilitators:**

#### Resources:

- Digital camera (use throughout session to record the group working well together for group's display)
- Coloured pens
- White sticky labels
- Shell
- Resource: 'This is me' worksheet
- Resource: Light as a Feather relaxation sheet
- Resource: Working together sheet (printed A4 or A3)
- Resource: Group Name' sheet (printed A4 or A3)
- Resource: Group Aims Working Skills master – Our group can... (to be laminated and used for each of the groupwork sessions – please see page 2, 3 and 4)
- Resource: Group Aims self-review checklist – 'Working Together' 1 or 2 (use either example)
- Resources: 'Light as a feather calming' worksheet (optional)

#### Group aims (these are also referred to as the group rules):

As this is the first session they have not been established yet. They will include a close variation of the following:

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

N.B. The Group aims working skills resource will be used routinely in the sessions to reinforce these aims (see page 2)

*These may be phrased as 'We can...' statements for the group.*

*The 'ground rules' for the session will also be the group aims.*

#### Intended learning outcomes: 'I can....' statement(s)

- I can work in a group with other children
- I can listen well when other people are talking.

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

#### Key vocabulary:

**Session**

working together	taking turns	listening
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**General**

happy	sad	angry	scared	feelings	behave
change	frustrated	determined	obstacles	fault – my fault and not my fault	
habit	responsibility	relax	panic	thinking	

*The key vocabulary focused on each session, relating to the theme.*

**Welcome and check-in:**

- Each child is introduced and welcomed by the facilitators and given a white sticky label to write their name on
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources below)
- Orientate the group. Discuss the purpose of the group, what will happen during the group (use a visual timetable if appropriate) when they will meet, where they will be meet and for how many weeks they will meet
- Discuss confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

**Warm-up activities:****Secret writing (page 19, silver set, years 1 & 2)**

Just using a finger, each partner draws a shape or writes a simple letter / word on the others' back or hand. The other has to guess what it is.

**Rounds (page 18, silver set, years 1 & 2)**

Pass round an object (see page explanation – use of beanies/objects for a round) and when each child has it in their hand ask them to say 'hello' and tell the group something they like doing in school

*Chosen from the ideas in this booklet or your own ideas.*

*The children may develop a favoured routine for these.*

**Reminder of group aims (these are also referred to as the group rules):**

As it is the introductory session, the group aims have not yet been established. See below for introduction to establishing the group aims.

*A reminder about how we behave towards each other.*

**Review of previous week:**

(As it is the introductory session there is nothing yet to review)

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements. This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the 'I can' intended learning outcomes for the session:

- I can work in a group with other children
- We can listen well to other people when they are talking

Introduce the General key vocabulary to the group (use Resource: Key Vocabulary - General) and then highlight the key vocabulary for this session:

working together                    taking turns                    listening                    friend

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity 1: (adapted from page 31, silver set, years 1 & 2)****Introduction**

Pass round the shell to each child and ask them (when they are holding the shell) the name of the person to their right and what that person likes doing at school.

**Identifying group aims / rules**

Say you've noticed how the children each took turns to talk and listened to each other when they were saying hello.

Explain that today we are starting a special group where we meet and work together on different tasks. Ask them what makes a good group and helps them learn and work well together.

Pass the shell around the group again asking the children to say what they think helps a group work well together. Scribe their ideas on the 'Resource: Working Together' sheet. Their list should cover the following aims:

- We can listen to others in a group
- We can follow the rules of a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Help remind them if necessary with examples; e.g. "Do you remember when you smiled at 'Joe' and used a quiet voice? That would make a good group aim / rule. How can we write that?

Now put the group aims sheet up on the wall for the children to see and say this will stay up to help the group remember what helps us when we are working together.

Show children the Group aims working skills 'Our Group Can' chart. Explain how the children

can 'earn' tokens throughout the session when they are seen achieving the group aims (resources below). Give a token to any child you noticed following the group aims during that part of the session. See Explanation: Whole Group Aims Working Skills Resource (above) for explanation of the 'Our Group Can' chart.

**Group name**

Tell children they need to think of a name for their group. Encourage problem solving skills e.g. voting, compromising, talking etc. to help decide on one together. Write on Group Name sheet and display.

**'This is me' work sheet.**

Explain to the children that the group is going to get to know a little bit about each other. Hand out the 'This is me' worksheet and ask to children to complete it supporting those who need help.

When the work sheets are completed ask each group member to share one thing about themselves with the group. Display them on the wall. Praise the children for all the ways they worked well during the activity.

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):****Group Aims self-review checklist**

Use the Group Aims Self Review Checklist to review what you have done and what they have achieved in the session against the 'I can' intended learning outcomes statements and the group aims.

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Ask the children to look out during the week for times when they work well together, especially when they listened to each other and took turns.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:****Light as a feather**

Use the picture as a visual cue and read the passage to relax the group.

Optional: A 'Light as a feather calming worksheet' has been included for children to complete back in class over the coming week. Encourage the children to trace over the letters with coloured pencils using a loosed handgrip and strokes that are 'as light as a feather'. Encourage children to go over and over each phrase 'I am light' several times.

*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

Use of peaceful problem solving when deciding upon a group name and scaling resources for reflection on group aims during self-review

*Examples: Peaceful problem-solving approach, emotional barometer*

# check in



**What kind of day have you had so far?**

**What are you hoping for from this session?**



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Resource: Check in card

# Check in

# Overview Of Key Vocabulary

happy      sad      angry      scared      feelings      behave

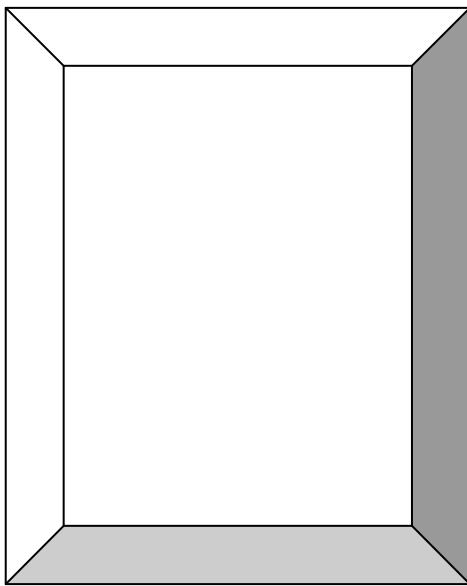
change      frustrated      determined      obstacles

fault - my fault and not my fault

habit      responsibility relax      panic      thinking

Resource: 'This is me!' worksheet

# This is me



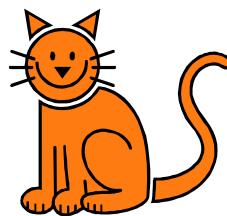
My favourite game is

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One thing that makes me happy

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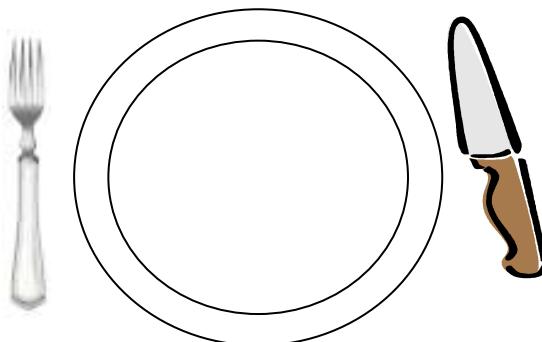
One thing that makes me sad

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My name is

-----

I like eating



I like playing it with

-----  
-----

One thing I am good at...

-----  
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Resource: Working Together

# Working Together

Resource: Group name

# Our Group Name

Example: Our Group Rules

# Our group targets

- To look at the person who is speaking
- To sit still on our chairs
- To listen carefully when someone is speaking
- To let everyone have fun
- To let people finish what they are saying before you speak



## Group Aims Self-Review Checklist - ‘Working together’

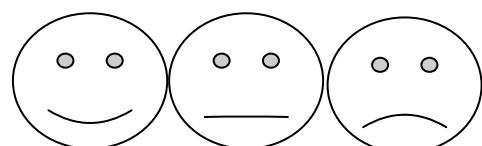
<b>How well did we do?</b>										
	1 not very well			5 ok			excellent 10			
Did we listen to others?	1	2	3	4	5	6	7	8	9	10
Did we work cooperatively?	1	2	3	4	5	6	7	8	9	10
Did we look and sound friendly?	1	2	3	4	5	6	7	8	9	10
Did we share with others in the group?	1	2	3	4	5	6	7	8	9	10
Did we take turns?	1	2	3	4	5	6	7	8	9	10
Did we follow our group rules?	1	2	3	4	5	6	7	8	9	10
How well did we do with our ‘I can’ statements?	1	2	3	4	5	6	7	8	9	10

Resource: Group Aims self-review checklist – ‘Working Together’ 2

# Group aims self-review checklist - ‘Working together’



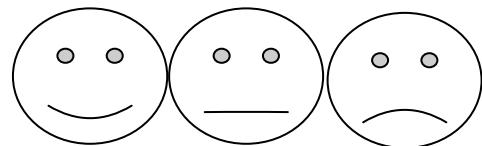
Did we listen to others?



Did we work cooperatively?



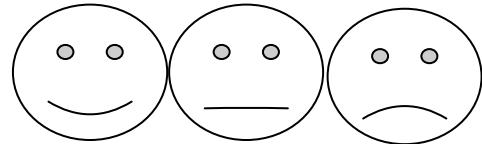
Did we look and sound friendly?



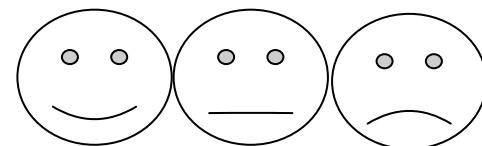
Did we share with others?



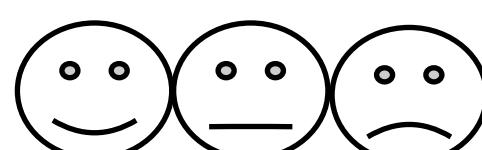
Did we take turns?



Did we follow our  
group aims / rules?



Did we achieve our  
'I can' statements



Resource: Relaxation script – Light as a feather

## Light as a Feather

Close your eyes, be very still and imagine your whole body is becoming as light as a feather. Wiggle your toes and imagine that they are becoming so light they start to float into the air.

Let them drift upwards. And now try to feel as if your legs are turning into feathers. Your legs feel so light now. Can you feel them starting to drift upwards? They are no longer heavy, but soft and light.

Now feel your tummy becoming soft and light.

Let your tummy be soft and relaxed.

Feel your chest becoming soft and light like a feather

Enjoy this

feeling as your body slowly gets lighter and lighter.

Feel your arms becoming light. Let your fingers gently relax and float upwards. Feel them floating in the air

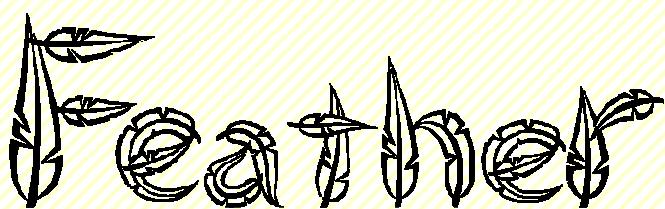
Finally let your head be light. Feel all the tension melt away, as your head becomes soft and light.

Now your whole body is as light as a pile of feathers. You feel soft and relaxed. Slowly allow your body to float upwards, and see how light you can be. The lighter you are, the higher you will float.

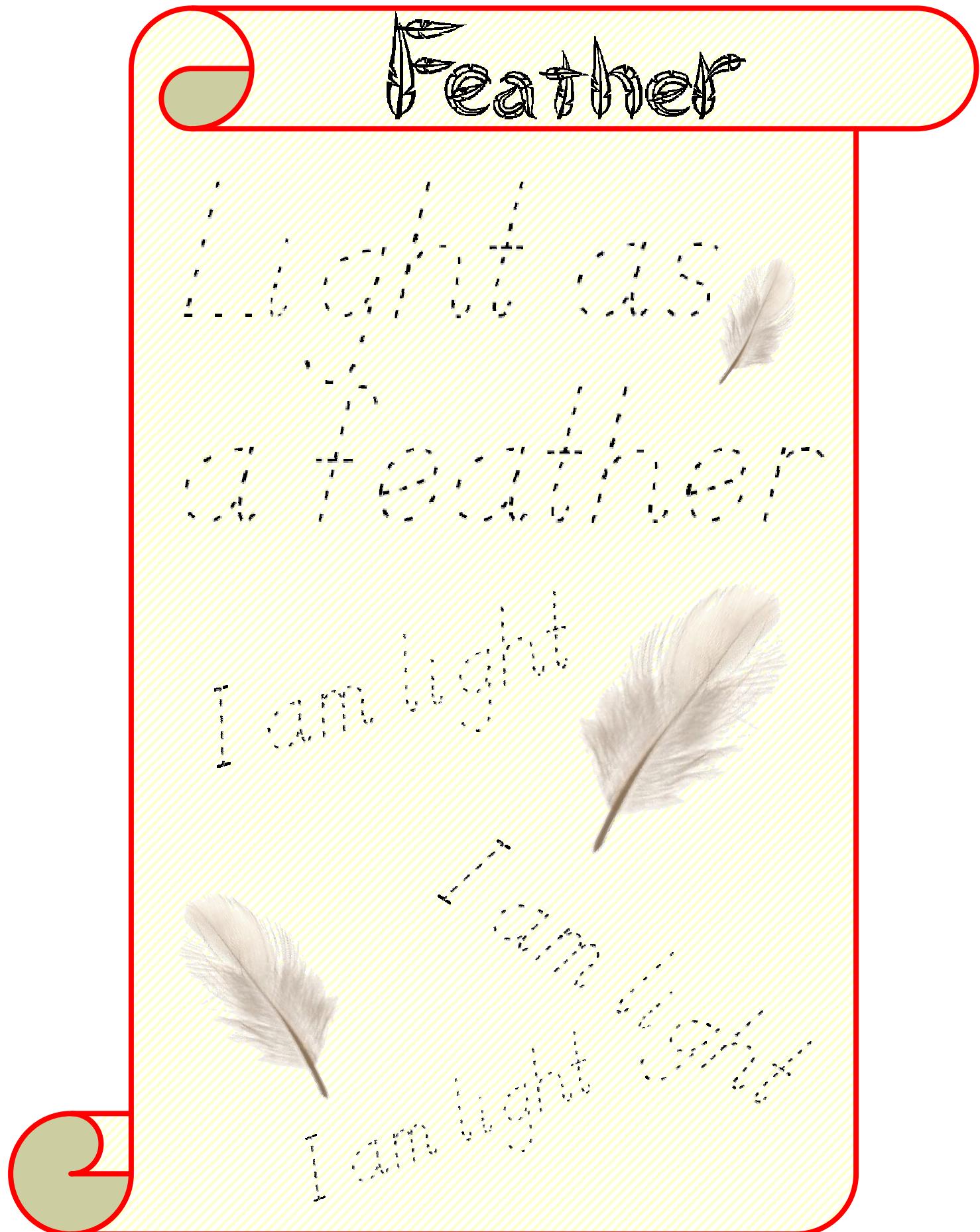
Keep repeating to yourself "I am as light as a feather.

I am light. I am light and watch how high you can float". Stay up in the air enjoying this lovely feeling of lightness, until you are ready to drift down again.

And now, when you are ready, wiggle your fingers and toes, have a big stretch and open your eyes



Resource: Light as a feather calming worksheet



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Changes, silver set, KS1

Session no.: 1	Date:	Group:
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**Class teacher:**

**Facilitators:**

**Resources:**

- Photographs of children, now and when they were younger or pictures from magazines to show babies and children of different ages.
- Lots of pictures from magazine or from the internet, showing adults engaged in a variety of activities and occupations-driving a car, mountain climbing, being a model, a chef, a teacher etc.
- Scissors and glue
- Zotty

**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- To follow rules of the group
- Listen carefully when others are speaking

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*These may be phrased as 'We can...' statements for the group.  
The 'ground rules' for the session will also be the group aims.*

**Intended learning outcomes: 'I can....' statement(s)**

- I can tell you what I can do now that I couldn't do when I started school.
- I can tell you how I have changed.

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

**Key vocabulary:**

**Session**

change	before	after	grow
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**General**

happy	sad	angry	scared	feelings	behave
change	frustrated	determined	obstacles	fault – my fault and not my fault	
habit	responsibility	relax	panic	thinking	

*The key vocabulary focused on each session, relating to the theme.*

### **Welcome and check-in:**

- Welcome the children and facilitator to the group e.g. "Welcome back to the 'Soooo Good Skills Group'.
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of week / day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources as for Introductory Session)
- Remind children about confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

### **Warm-up activities:**

#### **Passing games (page 20, silver set, year 1 and 2)**

Passing an object around encourages turn-taking skills. Once established, the game can be adapted – for example, passing an object and telling the neighbour what it is not (perhaps passing a pencil and saying 'Here is an orange'). As more objects are introduced it becomes more challenging to remember their fictitious identities.

*Chosen from the ideas in this booklet or your own ideas.*

*The children may develop a favoured routine for these.*

### **Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see Pg 2)

*A reminder about how we behave towards each other.*

### **Review of previous week:**

Any difficulties from last week? How did you deal with that?

Did anyone spot children in the group working well together? Listening to each other? Taking turns? If they tried to practice this skills and were not successful, why?

Did anyone have time to complete their 'Light as a feather calming worksheet'? How did it help? Would you use it again?

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements. This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the learning outcomes and group aims for today's session:

- To follow rules of the group
- Listen carefully when others are speaking

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity 1: (page 22, silver set, years 1 & 2)**

Give each child a photograph or pictures. The children should line up in a row according to how old the person in the pictures is. As they do this support their thinking by asking how they know the person in this picture is older than the other person. The children should take it in turn to say something they think the person in their picture can do. For example, 'My person can....'

Introduce Zotty to the group and explain that here are some things that Zotty can do now that she couldn't when she was younger:

- Reading, writing, understanding numbers
- Making things
- Helping herself feel better when angry, sad or frightened
- Understanding how other people feel
- Helping other people feel better when angry, sad or frightened
- Making plans
- Working with other children.

Ask the children 'can you do these things?' could you do them when you were little? Will you be able to do them when you are older?

Show the children the pictures of the adults that you have collected. The children should choose something that they would like to do when they are older. Stick these together as a class. Annotate this with the children's names and their wishes for the future, for example when 'Mark is older he wants to....'

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

Children complete Group Aims self-review checklist – 'Working Together' (use either example) and/or do the scaling activity based on I can statements/group aims

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

The children should ask family and friends how they have changed as they got older. They should share with their class teacher their wishes for the future and talk about one thing they

could do and one thing their teacher could do that might help the wishes come true.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:**

**Breathing by Numbers (page 35, silver set, years 1 and 2)**

Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say 'I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.' Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

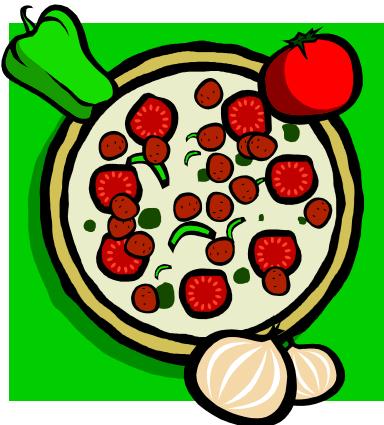
Use of scaling during warm-up activities and for reflection on group aims during self-review.

The participants should consider where they feel they are on the scale in relation to the 'learning intention' or 'I can...' statement.

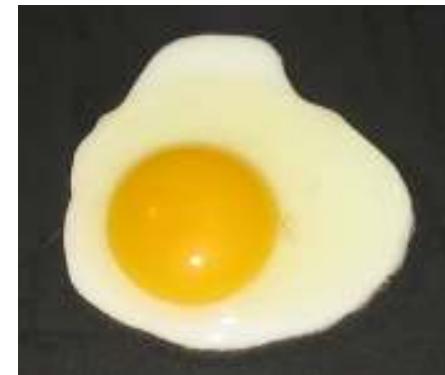
*Examples: Peaceful problem-solving approach, emotional barometer*

Resource: Main task – find your match

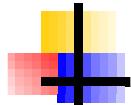
# Find Your Match



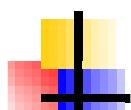
Cut out pictures and then cut in half and ask children to find their match.  
Ask children which two completed pictures go together (egg and bacon, pizza and ice-cream)



# Key Vocabulary



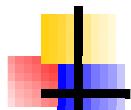
## Before



## after



## change



## grow

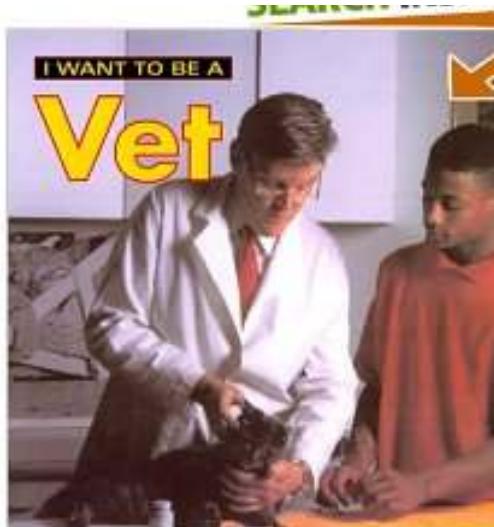
Resource: How old are you?

# How old are you?



Resource: Can you do these things?

# Can you do these things?



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Changes, silver set, KS1

Session no.: 2	Date:	Group:
----------------	-------	--------

**Class teacher:**

**Facilitators:**

**Resources:**

- Feelings fan with happy, sad, angry, scared feeling
- Zotty

**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- To follow rules of the group
- Listen carefully when others are speaking

Use Group aims working skills resource to reinforce these aims routinely in the group (see Pg 2)

*These may be phrased as 'We can...' statements for the group.*

*The 'ground rules' for the session will also be the group aims.*

**Intended learning outcomes: 'I can....' statement(s)**

- When I feel bad, I know that it helps to do something different
- I know how to help someone when they are feeling sad.

*One or more 'I can....' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

**Key vocabulary:**

Put on display 'Resource: Key Vocabulary General' and highlight the session's focus words

**Session**

Changes	getting used to	scared	sad
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**General**

happy	sad	angry	scared	feelings	behave
change	frustrated	determined	obstacles	fault – my fault and not my fault	
habit	responsibility	relax	panic	thinking	

*The key vocabulary focused on each session, relating to the theme.*

**Welcome and check-in:**

- Welcome the children and facilitator to the group e.g. "Welcome back to the 'Soooo Good Skills Group'.
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of week / day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources as for Introductory Session)
- Remind children about confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

**Warm-up activities:****Passing Game**

Passing an object encourages turn-taking skills. Once the game is established, the game can be adapted – for example, passing an object and telling the neighbour what it is not (perhaps passing a pencil and saying 'Here is an orange'). As more objects are introduced it becomes more challenging to remember their fictitious identities.

*Chosen from the ideas in this booklet or your own ideas.*

*The children may develop a favoured routine for these.*

**Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*A reminder about how we behave towards each other.*

**Review of previous week:**

Children to report back how their family and friends said they changed as they got older. What were their wishes for the future?

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements.  
This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the 'I can' intended learning outcomes for the session:

- When I feel bad, I know that it helps to do something different
- I know how to help someone when they are feeling sad.

Introduce the key vocabulary to the group for this session, highlighting it on the Resource: Key Vocabulary – General sheet from previous week:

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity 2:**

Remind the children or explain to them how they might use the feelings fan. You could do this by giving examples of something that might happen and asking them to show the feeling on the fan.

Hold Zotty on your lap and explain that Zotty wants their help. She has a story to tell.

Zotty always liked to sit near friends on the same table. One day the teacher told her to change tables. As Zotty sat with other children, she watched her friends. They were chatting and working together.

Ask the children 'How do you think she felt?' The children should show a feeling from the fan. Encourage them to talk about what that feeling is like inside. You might need to prompt, for example, 'Zotty had hot tears behind her eyes, her tummy felt tight and her heart felt heavy'.

Ask Zotty if the suggestions match how she was feeling. Remember she might be feeling more than one feeling at once.

Ask the children 'What do you think Zotty was thinking?' and give them a minute or two to discuss this in pairs.

Check with Zotty what she was thinking.

Ask the children 'What could Zotty do to feel better?'

The children should work together to try out ideas using role play.

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

Children complete Group Aims self-review checklist – 'Working Together' (use either example) and/or do the scaling activity based on I can statements/group aims

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Let the children know that they will be sitting on a different table in their class just for one morning or afternoon. At the next session they will say how they felt about it before and after the change.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:**

### **Breathing by Numbers (page 35, silver set, years 1 and 2)**

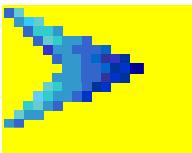
Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say 'I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.' Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

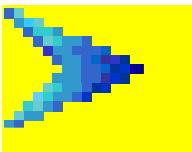
*This may be guided relaxation or a quiet time.*

Resource: session 2 key words

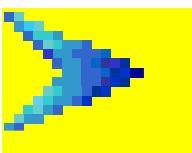
# Key Vocabulary



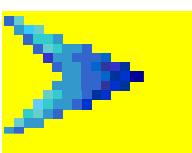
worried



getting used to



change



scared

Resource: How is Zotty feeling?

# How is Zotty feeling?



Resource: What is Zotty thinking?

# What is Zotty thinking?

I want to be  
with my  
friends

I don't like it  
here

It's not  
fair



Resource: What could Zotty do to feel better?

# What could Zotty do to feel better?



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Changes, silver set, KS1

Session no.: 3	Date:	Group:
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**Class teacher:** **Facilitators:**

**Resources:**

- A copy of the resources sheet what if...? From Red set
- Some samples of food that you think children will not have eaten before, this will depend upon your group and might, for example, be mangoes, lychees, redcurrant jelly or honey

**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*These may be phrased as 'We can...' statements for the group.  
The 'ground rules' for the session will also be the group aims.*

**Intended learning outcomes: 'I can....' statement(s)**

- I can tell you some things about me that have changed.
- I know how change makes me feel.
- I can explain some strategies to help me stop worrying.

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

**Key vocabulary:**

Put on display 'Resource: Key Vocabulary General' and highlight the session's focus words

**Session**

Calm                  anxious                  worried                  nervous

**General**

happy                  sad                  angry                  scared                  feelings                  behave

change	frustrated	determined	obstacles	fault – my fault and not my fault
habit	responsibility	relax	panic	thinking

*The key vocabulary focused on each session, relating to the theme.*

### **Welcome and check-in:**

- Welcome the children and facilitator to the group e.g. "Welcome back to the 'Soooo Good Skills Group'."
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of week / day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources as for Introductory Session)
- Remind children about confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

### **Warm-up activity:**

#### **Passing Game**

Passing an object encourages turn-taking skills. Once the game is established, the game can be adapted – for example, passing an object and telling the neighbour what it is not (perhaps passing a pencil and saying 'Here is an orange'). As more objects are introduced it becomes more challenging to remember their fictitious identities.

*Chosen from the ideas in this booklet or your own ideas.*

*The children may develop a favoured routine for these.*

### **Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*A reminder about how we behave towards each other.*

### **Review of previous week:**

What did it feel like when we sat on a different table in their class just for one morning or afternoon? How did you feel before and after? Use vocabulary to support

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements. This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the 'I can' intended learning outcomes for the session:

- I can tell you some things about me that have changed.
- I know how change makes me feel.
- I can explain some strategies to help me stop worrying.

Introduce the key vocabulary to the group for this session, highlighting it on the Resource: Key Vocabulary – General sheet from previous week:

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity (adapted from page 24 and 25, silver set, years 1 & 2)**

Get the group to remember a time when they faced a change. How did they cope?

What tips can they give each other?

Give the children examples of changes that happen to people, using the *What if ...?* resource sheet. Others could be:

- Having food that you've never tasted for lunch
- Somebody is sitting in your seat
- No one says hello
- A best friend is away
- A favourite teacher is away

Ask the children to choose a situation and discuss in pairs 'What would you think if that happened to you?', 'How would you feel?', 'What would you do?'

Then ask what they might do to make things worse. Get the children to act out responses.

Think what they might do to make things better and act these out.

Show the children the foods you have brought and encourage them to try them.

Talk about how it felt when they were trying something new.

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

Children complete Group Aims self-review checklist – 'Working Together' (use either example) and / or do the scaling activity based on I can statements and group aims

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Ask the class teacher to signal a change in routine and talk to the children in the group about what has changed.

Help each child to choose something they might try to do differently. For example it could be something very simple, like brushing their teeth with the other hand, sleeping at the other end of the bed, trying something new to eat. Make sure that it is safe and won't upset others. They should report back next session and explain how it felt.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:****Breathing by Numbers (page 35, silver set, years 1 and 2)**

Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say 'I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.' Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

Use of role play, visualisations and scaling to reflect upon group aims during self-review.

*Examples: Peaceful problem-solving approach, emotional barometer*



## What if...

What can you do if you don't have your special toy with you and something happens to make you worry?



## What if...

You want to play with the water but there are no aprons left and it's making you feel sad or worried because now you don't know what to do.

- What could you do?
- Would it be a good idea to cry?
- Or to look sad and watch the others playing?
- Or to tell someone how you feel?



## What if...

Your teacher said you were all going to the hall for a big meeting with other children. You don't like going out of the class and you feel frightened of what might happen.

- What could you do?
- Would it be a good idea to get cross and shout and say you're not going?
- Or to go and hide in a corner and hope nobody sees you?
- Or to tell someone why you feel frightened?





Resources: Making things worse / making things better

## Making things worse



## Making things better





Resources: Have you tried...?



honey



mangoes



blueberries



lychees





Resources: How did it feel...?

# How did it feel...

The new thing I tried was

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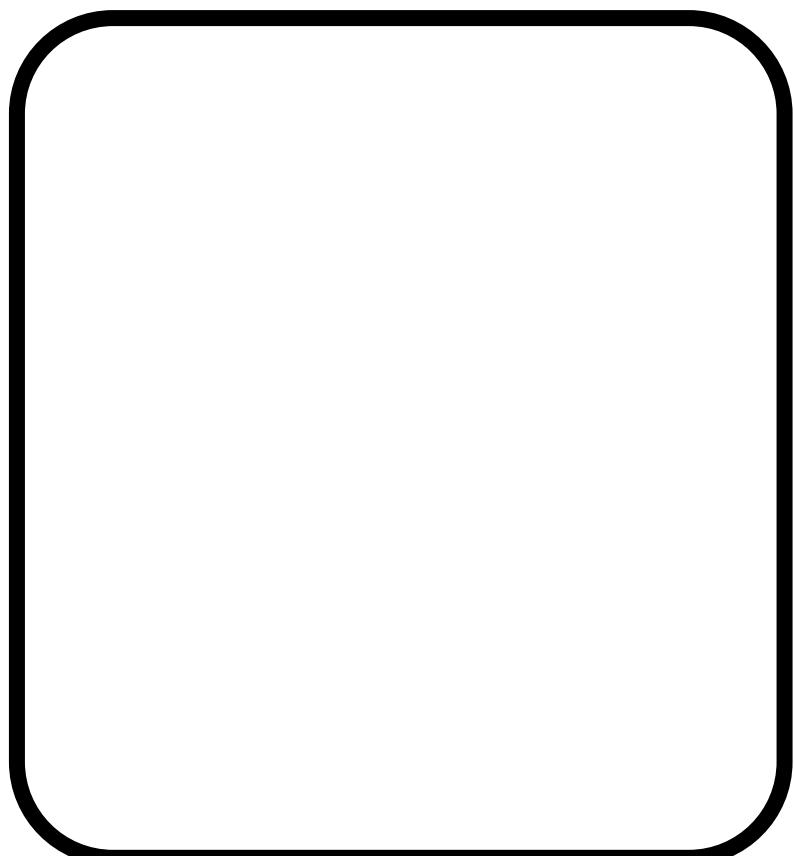
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When I tried it I felt

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This is how I looked



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Changes, silver set, KS1

Session no.: 4	Date:	Group:
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**Class teacher:** **Facilitators:**

**Resources:**

- Zotty
- A feelings fan

**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see Pg 2)

*These may be phrased as 'We can...' statements for the group.  
The 'ground rules' for the session will also be the group aims.*

**Intended learning outcomes: 'I can....' statement(s)**

- I can tell you what a habit is and know that it is hard to change one
- I know how to help someone when they are feeling sad

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

**Key vocabulary:**

sad                      angry                      happy

**General**

happy	sad	angry	scared	feelings	behave
change	frustrated	determined	obstacles	fault – my fault and not my fault	
habit	responsibility	relax	panic	thinking	

*The key vocabulary focused on each session, relating to the theme.*

**Welcome and check-in:**

- Welcome the children and facilitator to the group e.g. "Welcome back to the 'Soooo Good Skills Group'.
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of week / day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources as for Introductory Session)
- Remind children about confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

**Warm-up activity:****Passing Game**

Passing an object encourages turn-taking skills. Once the game is established, the game can be adapted – for example, passing an object and telling the neighbour what it is not (perhaps passing a pencil and saying 'Here is an orange'). As more objects are introduced it becomes more challenging to remember their fictitious identities.

*Chosen from the ideas in this booklet or your own ideas.*

*The children may develop a favoured routine for these.*

**Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*A reminder about how we behave towards each other.*

**Review of previous week:**

How did the changes in routine feel last week? What changed?

What did you choose to do differently? How did it feel?

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements. This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the 'I can' intended learning outcomes for the session:

- I can tell you what a habit is and know that it is hard to change one
- I know how to help someone when they are feeling sad

Introduce the key vocabulary to the group for this session, highlighting it on the Resource: Key Vocabulary – General sheet from previous week.

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity 4: (adapted from page 24, silver set, years 1 & 2)**

Put Zotty on your knee and make her hold a feelings fan to show that she is feeling sad. Explain that she is sad because her little sister Zena is feeling sad. This is why.

Zena liked to blow raspberries like this (show the group what Zotty means). When she blew a raspberry Zotty laughed. Zotty's mum and dad laughed. Zotty's granny laughed. Zotty's granddad laughed. Zena likes everyone laughing so she blew raspberries a lot.

Zena wanted to make the children in class laugh.

She blew a raspberry in the playground and all the children laughed.

She blew a raspberry when they were lining up to go in. Some of the children laughed.

She blew a raspberry when the children were listening to an exciting story. A few of the children laughed but the teacher didn't. Zena blew a raspberry again. The children laughed a bit but the teacher put the book away and said, 'someone is being very rude. I can't read the story unless everyone is listening'. She put the exciting story away. The other children wanted to hear the end of the exciting story. They were cross with Zena.

Zena didn't understand. She wanted the children to be happy and now they were cross.

Ask the children: 'Can you tell Zotty why the children were cross?'

Explore with them whether it was Zena's fault that she made her class cross – did she do it on purpose, or by accident?

Use the word 'habit': 'Zena had got into a bad habit but her habit makes people cross at school.' Ask 'What should Zotty tell Zena to do?'

Encourage the children to come up to Zotty and give her some ideas or ask the children to work in groups or pairs to role-play the situation between Zotty and Zena.

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

Children complete Group Aims self-review checklist – ‘Working Together’ (use either example) and / or do the scaling activity based on I can statements / group aims

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Ask the children if they can think of any habit they have that they might want to change. They should share this with their class teacher and/or someone at home, try out the change with the help of that person and report back at the next session using the worksheet.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:**

**Breathing by Numbers (page 32, silver set, years 1 and 2)**

Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say ‘I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.’ Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

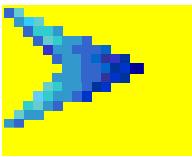
*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

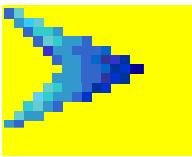
Use of reflection techniques to review previous work carried out.

*Examples: Peaceful problem-solving approach, emotional barometer*

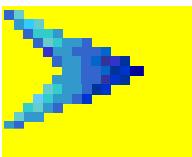
# Key Vocabulary



habit



angry



sad

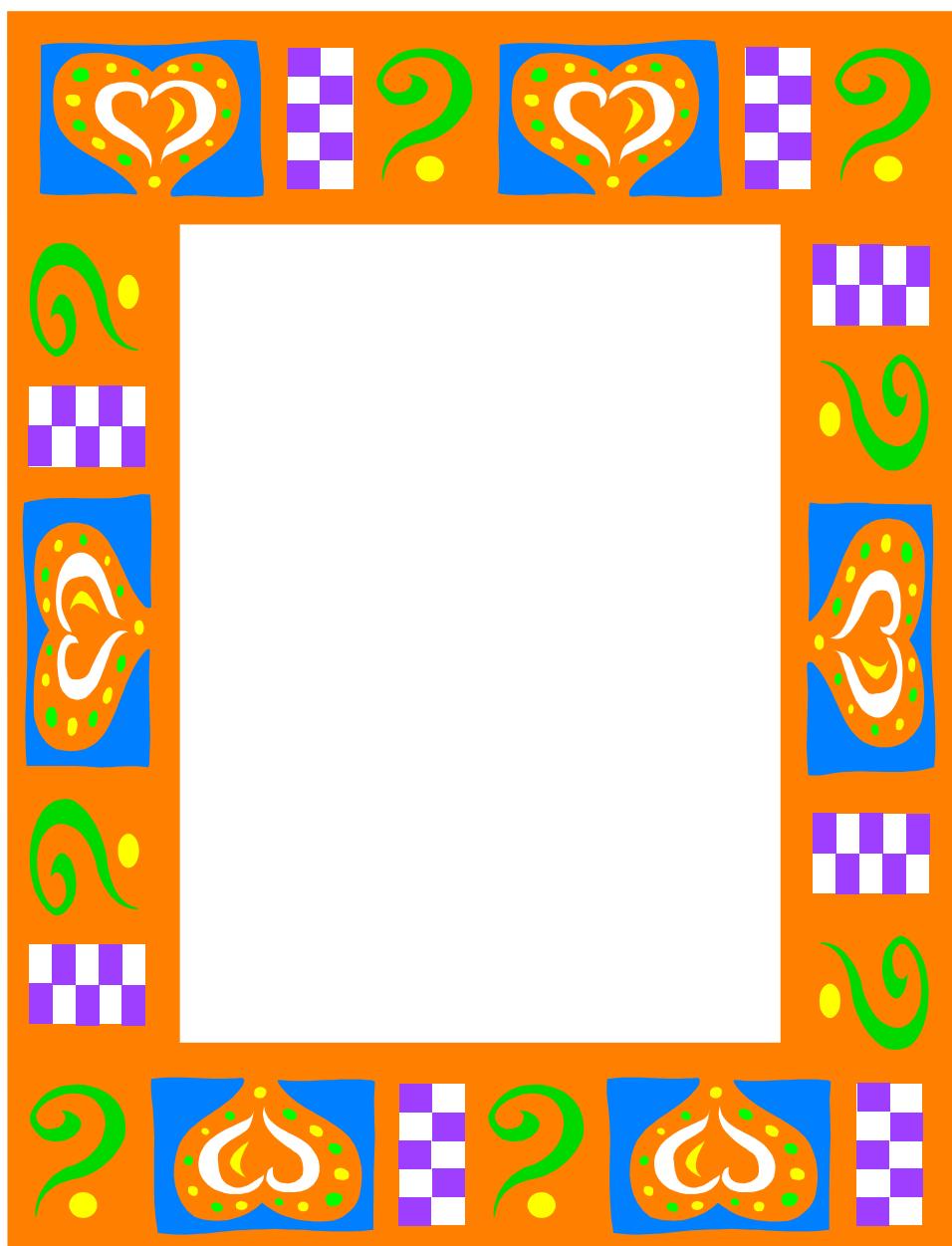
Resource: The habit I would like to change

Name .....

The habit I would like to change is

.....

Here is the person who has helped help me change:



# **PROFORMA FOR GROUP-WORK SESSION**

# **SEAL theme: Changes, silver set, KS1**

<b>Session no.: 5</b>	<b>Date:</b>	<b>Group:</b>
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**Class teacher:** \_\_\_\_\_ **Facilitators:** \_\_\_\_\_

## Resources:

- Resource: Evaluation sheet “Three things I’ve enjoyed”
  - Resource: Certificate for Groupwork Achievement

**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
  - We can work cooperatively in a group
  - We can look and sound friendly to others in a group
  - We can share with others in a group
  - We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see Pg 2)

*These may be phrased as 'We can...' statements for the group.  
The 'ground rules' for the session will also be the group aims.*

## **Intended learning outcomes: ‘I can....’ statement(s)**

- We can tell you the things we have enjoyed doing in our group
  - We can celebrate our successes

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

## **Key vocabulary:**

## Session

## General

happy	sad	angry	scared	feelings	behave
change	frustrated	determined	obstacles	fault – my fault and not my fault	
habit	responsibility	relax	panic	thinking	

*The key vocabulary focused on each session, relating to the theme.*

**Welcome and check-in:**

- Welcome the children and facilitator to the group e.g. "Welcome back to the 'Soooo Good Skills Group'.
- Each member of the group has the opportunity to 'Check in' and talk about what's uppermost in their mind that day. Use Check in resource as visual prompt and pass around Check in card asking everyone to answer the following questions when they have the Check in card in their hand and it is their turn to speak: What kind of week / day have you had so far? What are you hoping for from the session today? Allow children to pass but go back and give second opportunity to contribute (resources as for Introductory Session)
- Remind children about confidentiality – explain it is ok to talk with other group members about what is said in the group but not with others outside the group

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

**Warm-up activities:****Copying actions (page 19, silver set, years 1 and 2)**

The group leader starts an action, which the children copy. The leader then changes the action and the children copy. Once a range of movements has been established, a child can initiate the actions.

*Chosen from the ideas in this booklet, or your own ideas.*

*The children may develop a favoured routine for these.*

**Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can listen to others in a group
- We can work cooperatively in a group
- We can look and sound friendly to others in a group
- We can share with others in a group
- We can take turns in a group

Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)

*A reminder about how we behave towards each other.*

**Review of previous week:**

Which habit did they try to change? How did it feel to try that out? Who helped you? How did they help?

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements. This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Introduce the key vocabulary and intended learning outcomes to the group for this session. Decide together any group aims for the session

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity: (own idea)****What I have learned**

Group to discuss and record three things they have enjoyed during the group sessions

**Award Certificate**

Certificates handed out to celebrate success; these should include all the 'I can' statements achieved by each member of the group. This could be done back in class or school assembly (as appropriate) so other class members to help celebrate the success of the groups' achievements. Consider typing each participants name and inserting photographs from sessions.

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

Already completed during Core activity.

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Group to remember why we have rules and need follow them and feelings we may have.

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:****Breathing by Numbers (page 32, silver set, years 1 and 2)**

Get the children to try breathing by using their abdomens rather than by chest expansion. They can rest a hand on their chest to see the difference. You will need to model this before counting. Say 'I want you to breathe in for four counts and out for six. In – one, two, three, four; out – one, two, three, four, five, six.' Do this just five times at first.

You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

Use of reflection techniques to review previous work carried out.

*Examples: Peaceful problem-solving approach, emotional barometer*

Resource: Evaluation sheet “Three things I’ve enjoyed”

# The three things I have enjoyed doing in our group sessions are:

1.

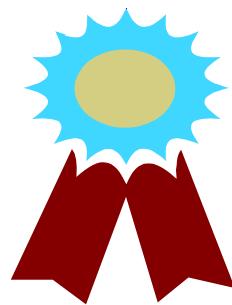
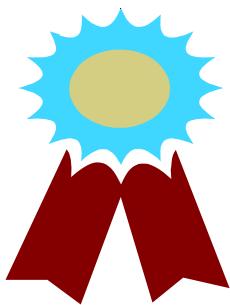
2.

3.



Resource: Certificate for Groupwork Achievement

City of Bradford MBC  
[www.bradford.gov.uk](http://www.bradford.gov.uk)

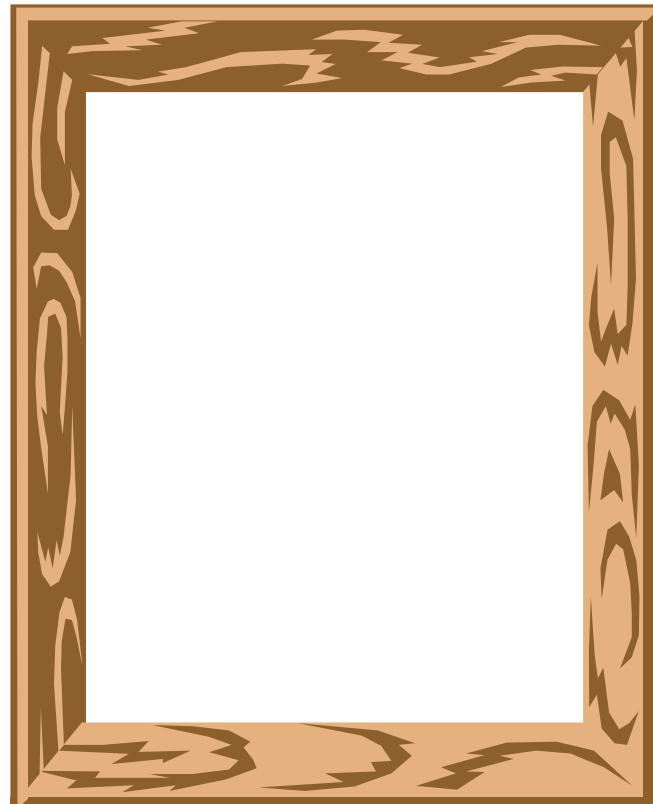


*This Certificate confirms that*

*Has taken part brilliantly in*

# Changes

*KS1 Small Group Work Sessions*



Signed:

Date:



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme:

Session no.:	Date:	Group:
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Class teacher:

Facilitators:

**Resources:**

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- 
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**Group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can...
- We can...
- We can...
- We can...

*These may be phrased as 'We can...' statements for the group.*

*The 'ground rules' for the session will also be the group aims.*

**Intended learning outcomes: 'I can....' statement(s)**

- I can...
- I can...
- I can...

*One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.*

**Key vocabulary:**

**Session**

**General**

*The key vocabulary focused on each session, relating to the theme.*

**Welcome and check-in:**

*Each child is welcomed by the facilitators.*

*Each member of the group has the opportunity to talk about what's uppermost in their mind that day.*

**Warm-up activities:**

*Chosen from the ideas in this booklet, or your own ideas.*

*The children may develop a favoured routine for these.*

**Reminder of group aims (these are also referred to as the group rules):**

Remind children about how we behave towards each other:

- We can ...
- We can...
- We can...
- We can...
- We can...

*A reminder about how we behave towards each other.*

**Review of previous week:**

*This includes the follow-up actions agreed and progress with last week's 'I can....' statements.  
This is a time to enjoy the successes of the last week and to apply a solution-focused approach to exploring any difficulties that may have arisen.*

**Plan for today's session:**

Share the 'I can ' intended learning outcomes for the session:

- I can...
- I can...

Introduce the General key vocabulary to the group and then highlight the key vocabulary for this Session:

.....

*This is the introduction you will give, including introducing the intended learning outcomes ('I can...' statements) and deciding together some group aims for the session.*

**Core activity ....: (page .....**)

*This activity will focus on meeting the intended learning outcomes for the session, including the specific 'I can...' statement(s).*

*Chosen from the ideas in this booklet or your own ideas.*

**Review and reflection on intended learning outcomes and group aims (these are also referred to as the group rules):**

*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

*Follow-up actions are agreed for the coming week, for individuals and the group as a whole*

**Relaxation:**

*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

*Examples: Peaceful problem-solving approach, emotional barometer*