



SEAL Small Group Activities Exemplar Planning and Resources

Going for Goals! Key Stage 2 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

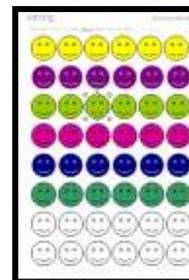
What does it look like?

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

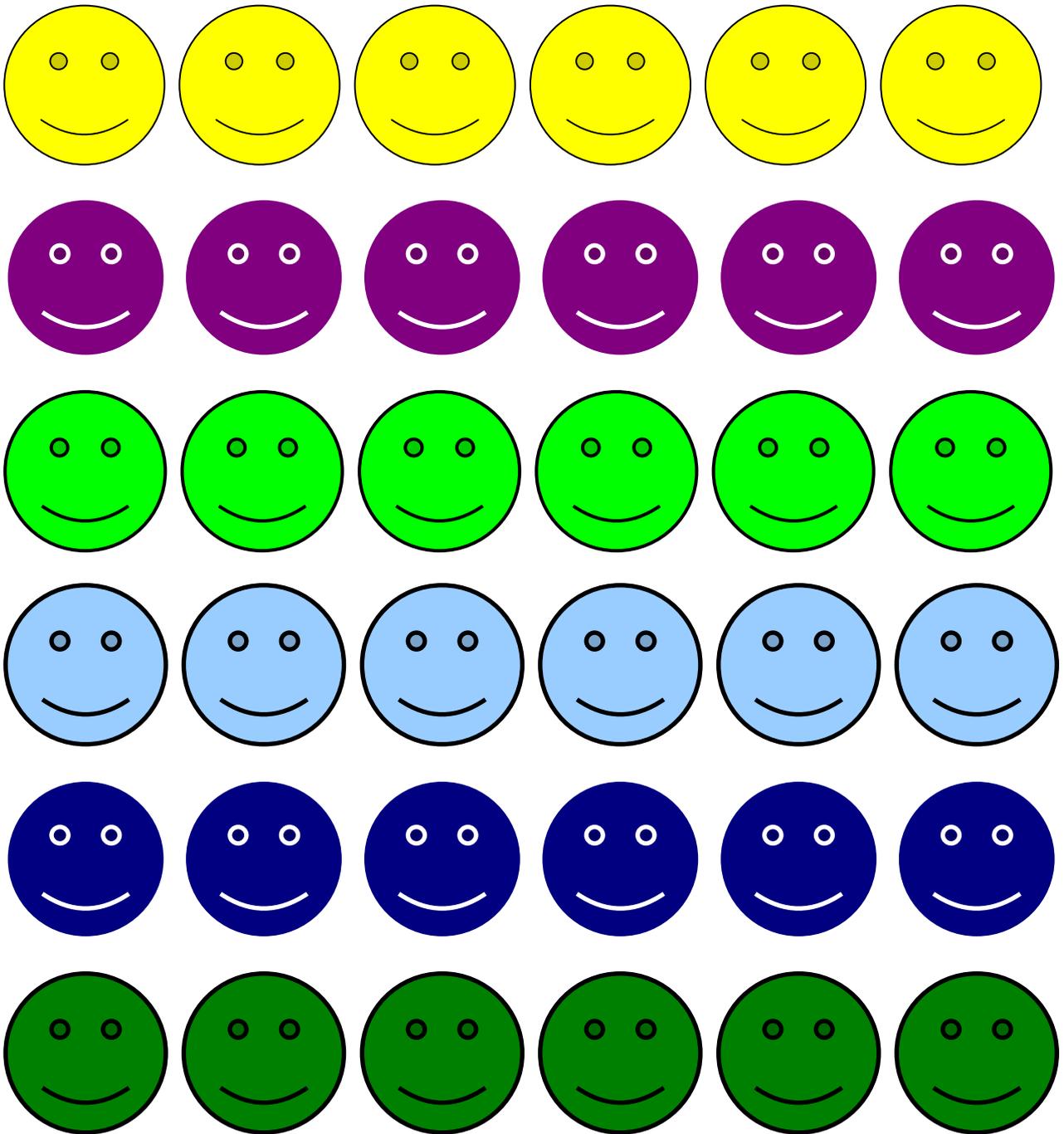
We can work co-operatively in a group

We can look and sound friendly to others in a group

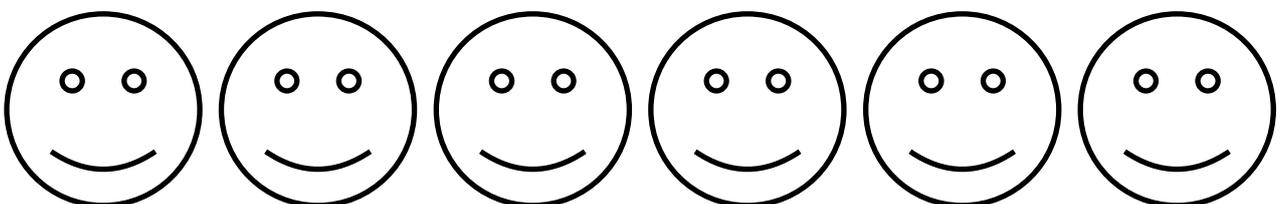
We can share with others in a group

We can take turns in 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: Going for Goals!

Session no. Introductory session	Date:	Group:
<p>Class teacher: _____ Facilitators: _____</p> <p>Resources:</p> <ul style="list-style-type: none"> • Resource: Visual representation (see page 6) • small photo of each of the pupils in the group or their name and something to represent the group (to use as a visual representation of them moving up the mountain). These will be used to plot the group's progress over the coming weeks • Resource: 'working together' • Resource: 'saying hello' pen picture • coloured pens • sticky labels • Resource: Group Aims self-review checklist – 'Working Together' (use either example) • Individual Learning Log Record – (the individual learning goal that they have selected in negotiation with their class teacher prior to the group work starting) • Resource: Individual learning log (one for each child and adult if using) 		
<p>Group aims (these are also referred to as the group rules):</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>N.B. The Group aims working skills resource will be used routinely in the sessions to reinforce these aims (see page 2)</p> <p><i>These may be phrased as 'We can...' statements for the group. The 'ground rules' for the session will also be the group aims.</i></p>		
<p>Intended learning outcomes: 'I can....' statement(s)</p> <ul style="list-style-type: none"> • I can work in a group with other children • I can listen well when other people are talking. <p><i>One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.</i></p>		

Key vocabulary:

Session

working together	taking turns	listening	goal
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General

persistence	target	achieve	goal
perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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:

Saying ‘hello’ pen pictures

Explain to the children that the group is going to make a special drawing together. Each person in the group has a different coloured pen and the paper is placed in the centre of the group. Say to the children that when their pen touches someone else’s pen, to say hello to that person. Give praise for this.

When the picture is completed, put it on the wall and say that this is our special group picture. Praise the children for all the ways they worked well together during the activity.

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
- I can listen well to other people when they are talking
- I can learn about goal setting

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 goal

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: Introductory session

Working together

Ask children what they think helps us work well together. Scribe their ideas using Resource: 'Working Together' sheet.

Identifying group aims / rules

Pass a shell around the group 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

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.

Group goal

Discussion of the idea of a group goal. What new skill shall we learn together? Examples could be:

- saying hello and goodbye in a new language (group could agree which new language)
- using a hula hoop
- knitting

Highlight how we, as a group, are learning a skill; that we are at the beginning of the process. Agree the first steps needed for next session to help us begin to reach our goal these should

then be put on the 'group learning log' next steps ready for the next session. Plot where we are on the group visual representation (mountain and climber picture).

In order to prepare for the next session, ask the children to think of one personal goal they will strive towards;

- Tell the person next to you what your personal goal will be
- The person next to you tells you a way you could achieve that goal
- Repeat with another person
- Decide which advice is the best as a first step towards achieving that goal

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 think of the individual goal they have set themselves with their teacher and give out their individual learning logs to complete. Transfer where they think they are with these goals now onto the visual representation.

Individuals to decide on a personal next step towards beginning to achieve their personal learning goal, they may wish to record this on their learning log under a 'My next step' heading.

Remind of any group next steps agreed.

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

Relaxation:

The mysterious Shoppe (adapted from page 24, silver set, key stage 2)

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

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

Resource: Check in visual

Check in



What kind of day have you had so far?

What are you hoping for from this session?



Resource: Check in card



Key Vocabulary

General (for all sessions)

persistence

target

achieve

goal

perseverance

steps

frustrated

distractions

barrier

obstacle

encouragement

responsibility

achievement

successful

Resource: Working Together

Working Together

Resource: Our saying 'Hello' pen picture

Our saying 'Hello' pen picture

Resource: Going for Goals! - individual learning log

Individual learning log

Name.....

The learning goal I have identified with my teacher is

How am I doing so far...

Week one:

1 2 3 4 5 6 7 8 9 10

Next steps to help me progress

Week two:

1 2 3 4 5 6 7 8 9 10

Next steps to help me progress

Week three:

1 2 3 4 5 6 7 8 9 10

Next steps to help me progress

Week four:

1 2 3 4 5 6 7 8 9 10

Next steps to help me progress

Week five:

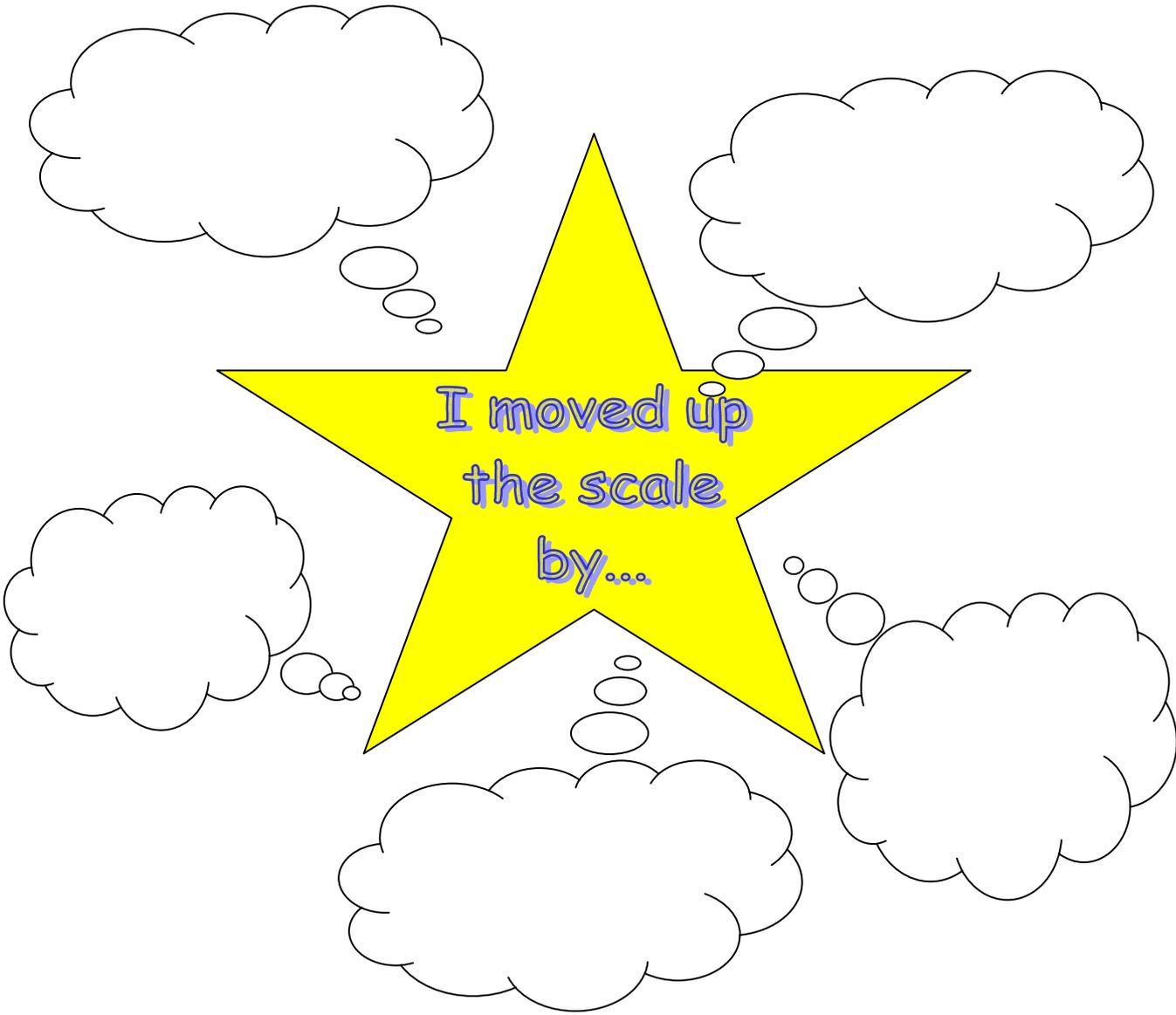
1 2 3 4 5 6 7 8 9 10

Next steps to help me progress

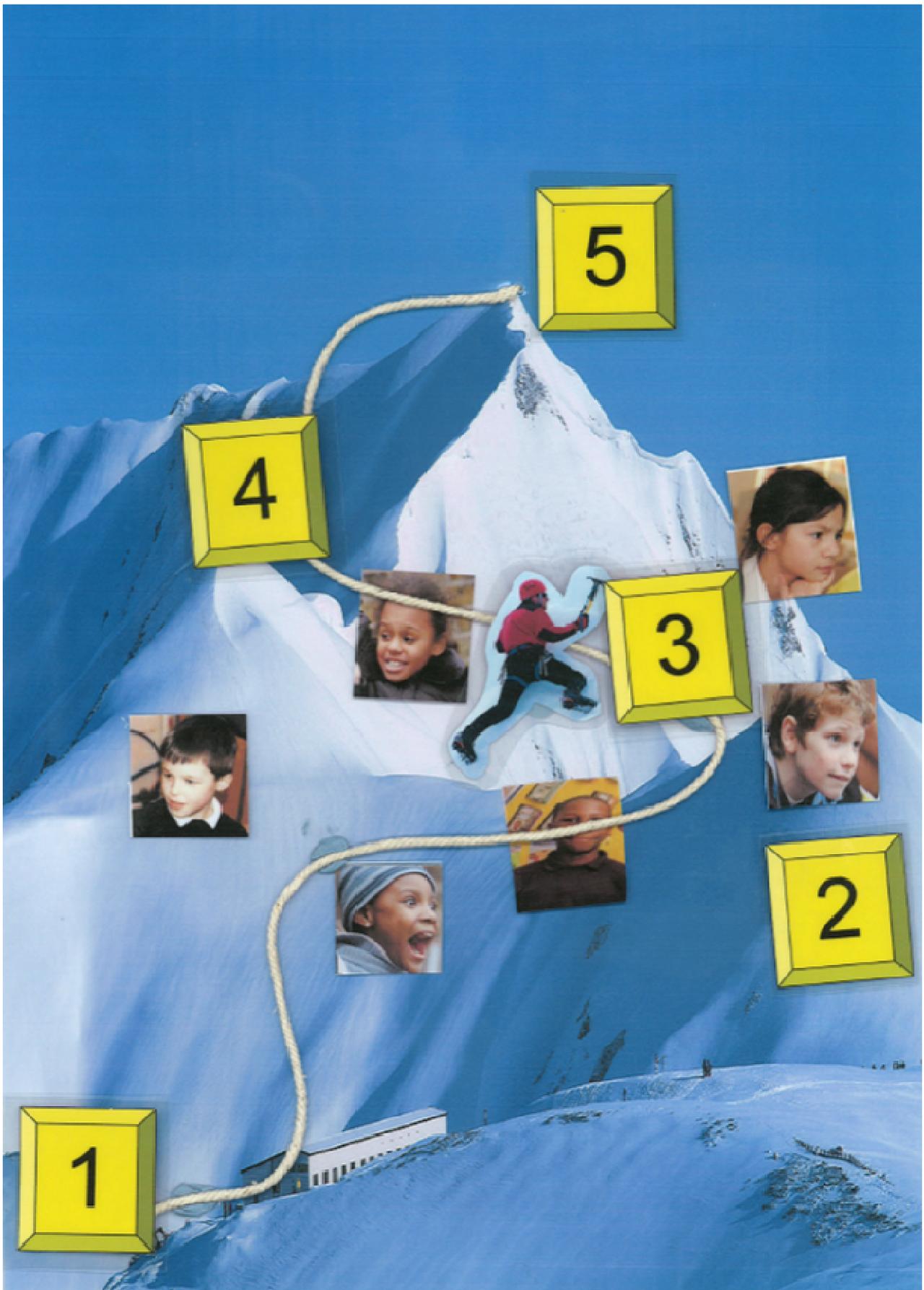
Week six:

1 2 3 4 5 6 7 8 9 10

Next steps to help me progress



Example: Visual representation of group and individual steps to achieving the Goal



Resource: Mountain for visual representation



Group Aims Self-Review Checklist - ‘Working together’

	How well did we do?									
	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

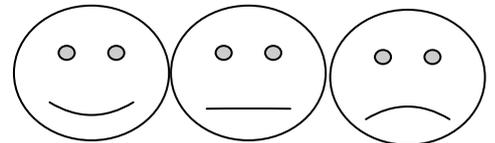
Group aims self-review checklist - 'Working together'



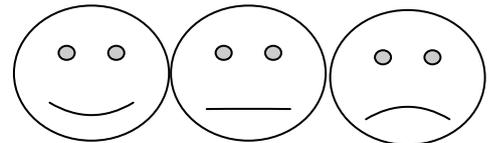
Did we listen to others?



Did we work cooperatively?



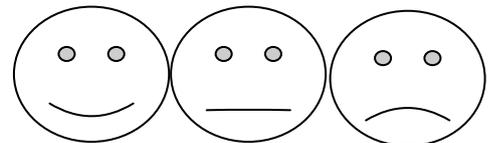
Did we look and sound
friendly?



Did we share with others?



Did we take turns?



Did we follow our
group aims / rules?



Did we achieve our
'I can' statements



The Mysterious Shoppe

'You are going down to your local town centre. It a cold, windy but bright day. You notice a very strange old shop that you have never, ever seen before. You walk inside to have a look around. It has large dusty shelves full of old and interesting things. As you look around you spy a shelf in a dark corner. At the back of it you spot something of yours that you have not seen for a long time. You pick it up and immediately remember how it felt, how it smelt, and how heavy it was. The shopkeeper smiles at you and says "You can take it for free". He wraps it for you carefully in lots of brown paper and you carry it out of the shop. You take it home and put it in a special place. When you look at it you remember the happy times that it gave you. Now hold that feeling in your head, slowly open your eyes and smile at the other people in the group.'



PROFORMA FOR GROUP-WORK SESSION

SEAL theme: Going for Goals!

Session no. 1

Date:

Group:

Class teacher:

Facilitators:

Resources:

- stop watch
- bean bag
- Resource: 'A target can...'
- cardboard
- pens
- camera
- learning log
- Group self review Resource: Key Vocabulary
- Resource: Group Aims self-review checklist – 'Working Together' (use either example)

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 feel part of the group
- I can support others with their learning
- I can tell you about myself as a learner

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

Key vocabulary:

Session

target

persistence

achieve

General

persistence	target	achieve	goal
perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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 Great Goals 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:

Changing places (page 19, silver set, key stage 2)

Ask the young people to change places if they agree with the following statements. "Change places if you..."

- ...are wearing blue socks
- ...like sausages
- ...have a sister
- ...like playtimes
- ...enjoy being on your own

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:

Go round the group asking if they can remember the advice they received about how to achieve their personal learning goal – using solution-focused approach to explore any problems.

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 and tell the group that today we are focusing on the importance of learning about learning, goal setting and group cohesion.

- I feel part of the group
- I can support others with their learning
- I can tell you about myself as a learner

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

target persistence achieve

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:

Start the activity by throwing the bean bag to a child saying their name in advance. This child should say the name of another child and throw the bean bag to them. This should be repeated until everyone has received the bean bag once. Explain that the purpose is to see how fast they can pass the bean bag round the group, in the same order. Time the children's next attempt.

Ask the children to set themselves a timed target this time and see if they can meet this target. Take photographs of the children and use these to discuss how the children felt when working on this activity in next week's 'Review of previous week'.

Discuss the activity with children by exploring the following:

- What would they do next time same or differently?
- What difference did having a target make?
- What have they learnt?
- What helped them complete the task quickly?

List responses on Resources: 'A target can...' sheet. Emphasise how important it was to support each other.

Begin the skill the children have decided to learn as a group, let the children try it out. Remind the children of the ideas on the paper as they learn and to stop and reflect throughout the time.

Round: It helped me learn when (page 18, silver ser, key stage 2)

Encourage the children to reflect on how well they did learning the new skill with a round. Be

aware that the children will show different levels of aptitude and consider how you will support and encourage the children to support each other and yourself

Use the following stem:
'It helped me learn when.....'

Ask each individual to suggest one way they might help reach the group reach their goal. These could then be used as individual / group next steps, ready for the next session. Consider: Have we moved up? Plot progress on Visual representation for group goal.

*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) - do 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:

Introduce the idea of how the group might help each other to meet an individual learning goal in class. Explain that each child should identify an individual learning goal with the support of their class teacher or the small group facilitator (ideally the class teacher needs to be involved to support, allow children to begin a dialogue of taking responsibility to collect resources and negotiate being allowed time and space to practice their goal. Children will need a log to record this.

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

Relaxation:

Paint a mental picture of achieving their individual goal (use Resource: achieving a goal' if you wish). Think about the following:

- You have achieved you individual learning goal
- What helped you?
- What is different now?
- How do you feel inside?
- Who would notice? What they would be saying?
- How would that make you feel?

Hold this feeling inside and it will be there to help you carry on when you are finding it difficult to achieve.

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

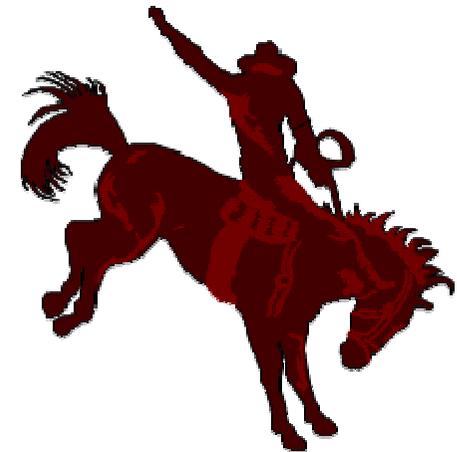
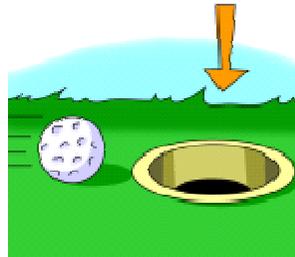
Examples: Peaceful problem-solving approach, emotional barometer



Resource: 'A target can...'

A target can...

Resource: Visualisation – ‘achieving a goal’



PROFORMA FOR GROUP-WORK SESSION

SEAL theme: Going for Goals!

Session no. 2

Date:

Group:

Class teacher:

Facilitators:

Resources:

- magic wand (optional)
- Resource: Scaling cards – before we started / target reached
- Resource: A miracle learner or flip chart paper
- Individual learning log (one for each member)
- Group learning logs from previous sessions
- Resource: Relaxation – Melting in the Sun and Resource: Relaxation – Melting in the Sun Visual
- Resource: Key Vocabulary – General sheet from previous week:

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 set success criteria so that I know when I have reached my goal
- I can break down a goal in to a number of steps and wait for the result

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

steps

goal

perseverance

General

persistence	target	achieve	goal
perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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 Great Goals 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:

Bean bag game

Repeat of the bean bag main activity from last week to see if skills used last week are remembered and repeated, praise those using skills from last week. Once the pattern is established add another bag to increase the challenge.

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.

Have we moved up? If so, move the figure to represent this.

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)
- do 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:

Personal learning goal

Go round the group and discuss how each child is doing with their personal learning goal. Ask the children what they could do to help one another? Ask if it would help to have a 'learning goal partner'. Pair children up.

Discuss - Any group next steps for our group goal needed?

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

Relaxation:

Melting in the sun (page 24, silver set, key stage 2)

Paint an accessible verbal picture of the group lying in the sun. This could be lying in the playground or on the sand on holiday. Point out that imaginary sun-bathing is healthier than risking sunburn!

'...the sun is heating up your body. You can feel it warming you up through your clothes, through your skin... it's warming you right through to your muscles. Even your bones are getting hot. Your body starts to feel soft and loose. Feel your face become softer. Your jaw relaxes, slightly open. You can feel your muscles start to slip off your bones. Feel your legs melting. Your arms are slowly melting into the floor ...'

After a few minutes, start bringing the children back to reality, for example saying: 'A cloud covers the sun and you start to cool, but you still keep the warmth inside you. Feel the hard floor underneath you and your own body being strong but still relaxed. In your own time open your eyes, see where you are and slowly sit up and smile at the others in the room.'

This may be guided relaxation or a quiet time.

Approaches to incorporate into session:

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

Examples: Peaceful problem-solving approach, emotional barometer

Resource: Individual learning log

My individual learning log

My learning goal is: _____

How am I doing so far?

Week one

Week two

Week three

Week four

How did I do? Did I achieve my goal?

Resource: A miracle learner

A miracle Learner

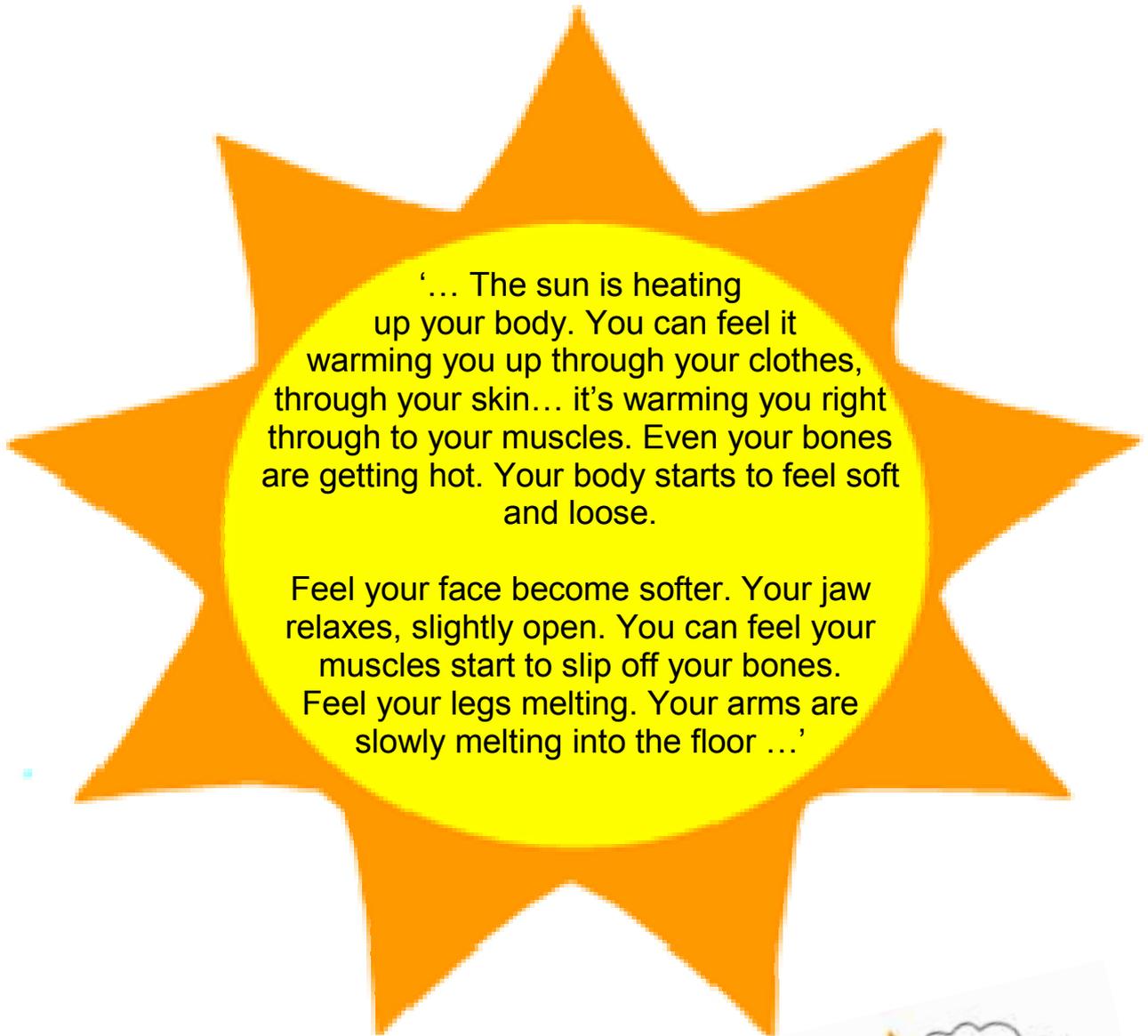
Resource: Visual relaxation – meting in the sun



Resource: Relaxation – Melting in the Sun

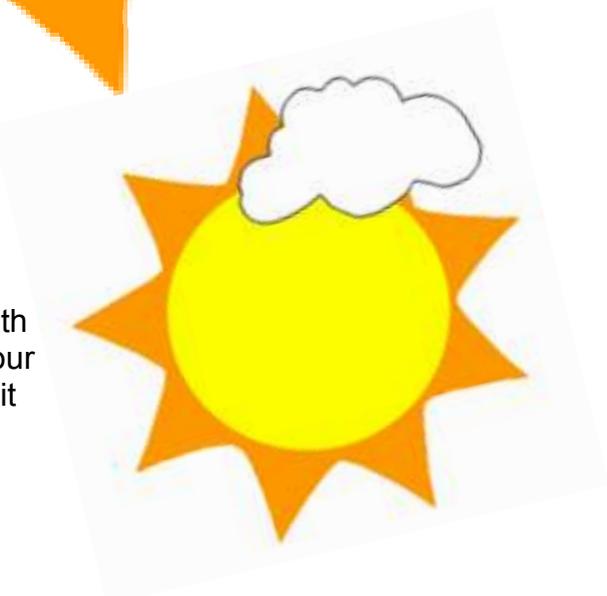
Melting in the Sun Guided Relaxation

Paint an accessible verbal picture of the group lying in the sun. This could be lying in the playground or on the sand on holiday. Point out that imaginary sun-bathing is healthier than risking sunburn!



After a few minutes, start bringing the children back to reality, for example by saying:

“A cloud covers the sun and you start to cool, but you still keep the warmth inside you. Feel the hard floor underneath you and your own body being strong but still relaxed. In your own time open your eyes, see where you are and slowly sit up and smile at the others in the room.”



Resource: Scaling cards – before we started / target reached

**Before we
started**

**Target
reached**

<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Going for Goals!</h3>			
Session no. 3	Date:	Group:	
Class teacher:		Facilitators:	
Resources:			
<ul style="list-style-type: none"> • 'Barrier Busters' sheet to record answers • Paper, pencils, coloured pencils, etc • card • Individual and group learning logs • Resource: Key Vocabulary – General sheet (from previous week). 			
Group aims (these are also referred to as the group rules):			
Remind children about how we behave towards each other:			
<ul style="list-style-type: none"> • 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)			
<i>These may be phrased as 'We can...' statements for the group. The 'ground rules' for the session will also be the group aims.</i>			
Intended learning outcomes: 'I can....' statement(s)			
<ul style="list-style-type: none"> • I can identify some barriers to my learning • I can think of ways to overcome barriers to my learning 			
<i>One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.</i>			
Key vocabulary:			
Put on display 'Resource: Key Vocabulary General' and highlight the session's focus words			
Session			
frustrated	barrier	distractions	
General			
persistence	target	achieve	goal

perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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 Great Goals 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: Guess Who

- Mentally choose a child and think of some of their positive attributes. Then say something like, 'the person I am thinking of has.....and.....guess who?' the children have to try and guess who it is. Ensure all children have been chosen.

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:

Discussion of last week's session – has anyone got anything they wish to bring to the group?

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 identify some barriers to my learning
- I can think of ways to overcome barriers to my learning

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

frustrated barrier distractions

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 3:

"Today we are going to learn different ways of overcoming the various things which some people find are a barrier to their learning"

Try to elicit any barriers that the children had faced during the week and how they had overcome these barriers. Identify some key strategies and record them on barrier-busters sheet. For example:

- Frustration and finding it difficult: possible strategy – relaxation, distraction, having a break
- Boredom: possible strategy – setting themselves a shorter term target and giving themselves a reward (e.g. a break or a drink)
- Problems keeping going: possible strategy – setting some rewards or encouragers, thinking of how it will feel when they have successfully reached their goal or that if they don't practice they might let the group down
- Anxiety that they cannot be successful: possible strategy – think of times when they have been successful, relaxation

The children might like to think of simple ways to remember their ideas and to record these in picture or catchphrase.

Now ask the children to take it in turns to share their progress towards their own individual learning goal. Ask the group to think of ways of helping each child overcome any barriers. Write ideas on a card and give it to the child to take away with them.

The children should indicate their progress towards their individual learning goal in their learning log. Remember to ask them to explain why they have placed themselves in that position and to say where they would like to be next week and what they might do to achieve this target. The group should commit to helping each other to achieve their target.

Group goal have we moved up? Use visual representation if so. Identify any further steps needed.

*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) - do 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:

Tell the group that over the coming week their class teacher is going to give them a review of progress towards the target set. (Ensure the class teacher is aware that they need to do this and that the group facilitator is given a copy ready to review in next week's session).
Group to commit to helping each other to achieve their targets.

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

Relaxation:

Quiet time to consider how during the coming week they are going move forward with their individual and group target – plan in mind, possible strategies to be used

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

Resource: 'Barrier Buster; our ideas about how to remove barriers.

Barrier Busters

Resource: cards for recording 'strategies to help overcome barriers'

I can overcome a barrier to achieving my goal by ...

I can overcome a barrier to achieving my goal by ...

I can overcome a barrier to achieving my goal by ...

<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Going for Goals!</h3>			
Session no. 4	Date:	Group:	
Class teacher:		Facilitators:	
Resources:			
<ul style="list-style-type: none"> • Resource: ‘Helpful and unhelpful thoughts’ cut up into cards. • Upturned bench (or other equipment for a challenging task) • Individual and group learning logs • Resource: Key Vocabulary – General sheet (from previous week). 			
Group aims (these are also referred to as the group rules):			
Remind children about how we behave towards each other:			
<ul style="list-style-type: none"> • 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)			
<p><i>These may be phrased as ‘We can...’ statements for the group. The ‘ground rules’ for the session will also be the group aims.</i></p>			
Intended learning outcomes: ‘I can....’ statement(s)			
<ul style="list-style-type: none"> • I can understand that some thoughts help me reach my goal and some are a barrier • I can recognise when I have reached my goal or been successful with my learning 			
<p><i>One or more ‘I can...’ statement(s) will be focused on in each session, linking with the whole-class curriculum materials.</i></p>			
Key vocabulary:			
Put on display ‘Resource: Key Vocabulary General’ and highlight the session’s focus words			
Session			
encouragement	obstacle	responsibility	
General			
persistence	target	achieve	goal

perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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 Great Goals 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:

Changing places (page 19, silver set, key stage 2)

Ask the children to change places if they agree with the following statements. "Change places if you..."

- ...are wearing black socks
- ...like sausages
- ...have a brother
- ...walk to school
- ...have a pet

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:

Discussion about last week's session.

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 understand that some thoughts help me reach my goal and some are a barrier
- I can recognise when I have reached my goal or been successful with my learning

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

encouragement obstacle responsibility

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:

Today we are going to learn that the thoughts we have can be helpful or unhelpful when working on a task

Helpful and unhelpful thoughts

Children to take turns to pick up a card, read it out decide whether it is a 'helpful' or 'unhelpful thought' – sort into the two categories. Take turns to go round the group and elicit any of their own ideas – record on blank card.

Ask for a volunteer. Position an upturned bench taking care to follow school Health and Safety guidelines for use of crash mats. The child should try to walk along the upturned bench without falling off. Give each of the other children a card from the *unhelpful thoughts* pile. The children should read them out as the volunteer walks along the bench.

Now ask the volunteer to complete the task again but this time the children should read out the cards from the *helpful thoughts* pile.

Repeat the activity with other children or in pairs if you have enough equipment and you feel it is appropriate.

Ask the children to demonstrate how well they are doing towards their group goal. Encourage them to think about the helpful and unhelpful thoughts that they have had during their learning. Ask them to reflect upon how well they are doing and to use the display to show their progress.

Ask the children to work in pairs to review progress with their individual learning goal and to complete the scaling sheet in their learning log.

Spend some time reflecting on progress with the group goal. Assess whether the goal will be met next week in time to be demonstrated in the final session. If not adapt the goal. This is likely to include increasing the time to practise their goal and to make time to support each other in their learning. Remind them to use the 'helpful thoughts' to support each other. You might need to renegotiate the group goal if it is apparent that the goal is unlikely to be met.

Where are we on our visual representation, can we move up?

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) - do 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:

Group to agree on last step to ensure that they are successful in achieving the group goal and individual goals for the last session next week.

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

Relaxation:

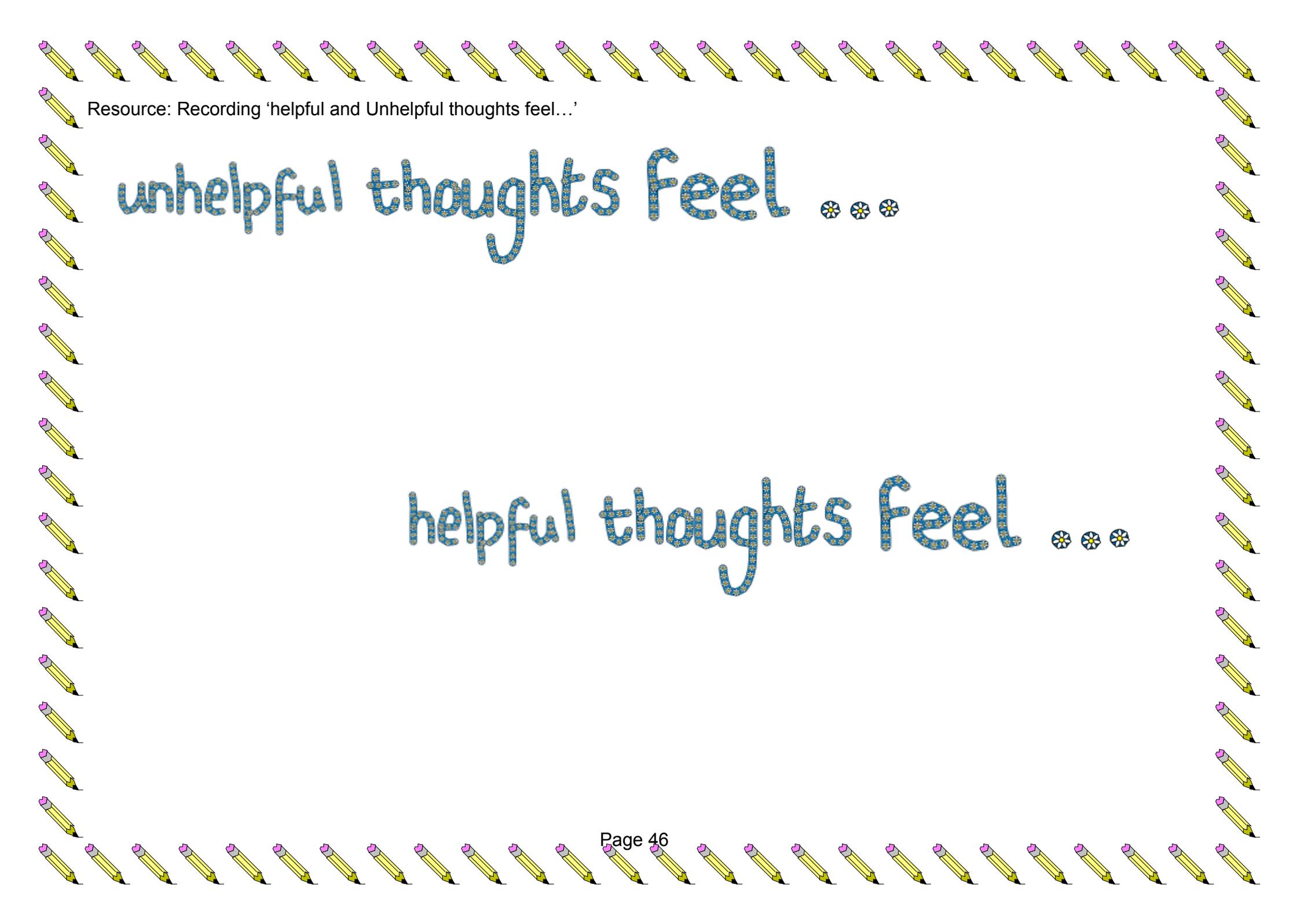
Quiet time to think about the helpful thoughts to take back to class with you.

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: Recording 'helpful and Unhelpful thoughts feel...'

unhelpful thoughts feel ...

helpful thoughts feel ...

Resource: Cards - 'helpful and unhelpful thoughts' 1

I'll ask for
help

I'm getting
better

I'll feel really
good if I do
this

_____ will be
pleased

I want to
achieve this

Have a
break

Resource: Cards - 'helpful and unhelpful thoughts' 2

It doesn't
matter...

I haven't got
time

I'm no good

It's not fair...

I'm bored

I can't do it

PROFORMA FOR GROUP-WORK SESSION

SEAL theme: Going for Goals!

Session no. 5	Date:	Group:
<p>Class teacher: _____ Facilitators: _____</p> <p>Resources:</p> <ul style="list-style-type: none"> • Resource: Groupwork certificate – one for each child • Individual and group learning logs • Resource: Key Vocabulary – General sheet (from previous week) • Random objects for warm up e.g. an orange, an elastic band, a candle, a pen, a scarf etc. (one for each group member) 		
<p>Group aims (these are also referred to as the group rules):</p> <p>Remind children about how we behave towards each other:</p> <ul style="list-style-type: none"> • 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 <p>Use Group aims working skills resource to reinforce these aims routinely in the group (see page 2)</p> <p><i>These may be phrased as 'We can...' statements for the group. The 'ground rules' for the session will also be the group aims.</i></p>		
<p>Intended learning outcomes: 'I can....' statement(s)</p> <ul style="list-style-type: none"> • I can recognise when I have reached my goal or been successful with my learning • I know what it feels like to be successful • I can explain some ways to help me reach a learning goal • I can help others to reach a learning goal <p><i>One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.</i></p>		
<p>Key vocabulary:</p> <p>Put on display 'Resource: Key Vocabulary General' and highlight the session's focus words</p> <p>Session</p> <p>successful achievement</p>		

General

persistence	target	achieve	goal
perseverance	steps	frustrated	distractions
barrier	obstacle	encouragement	responsibility
achievement	successful	bored	boredom

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 Great Goals 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 (page 20, silver set, key stage 2)

Give each member of the group an object. The first person introduces the object and tells the person next to them what it is not (perhaps passing a pencil and saying 'here is an orange'). The next person passes the first object and then their own object but, again, says what it is not. 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:

Discussion about the sessions - have we reached our group goal? How have pupils done with their individual targets?

Complete the group and individual logs for the last time. Praise progress and recognise achievements of the group and individuals.

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:

Tell the group that as this is the last session we will be looking back over all the learning we have been doing.

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

- I can recognise when I have reached my goal or been successful with my learning
- I know what it feels like to be successful
- I can explain some ways to help me reach a learning goal
- I can help others to reach a learning goal

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

successful achievement

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:

Presentation

Today we are going to prepare a presentation so we can share our achievements with others.

The children are going to prepare a presentation together to explain something about their group. It might be shown to their class or an invited audience (e.g. class teacher, head teacher or other people the group would like to invite)

Their presentation should include:

- A demonstration of the group achieving their goal
- A celebration of their achievements with their individual goals
- A presentation of what they have learnt during the group sessions

They should try to make their presentation interesting by using pictures, drama etc.

The presentation should be performed to the guests at the agreed time.

(At the end of the presentation one of the guests might like to award each member of the group with a certificate to show how they have met their individual goals).

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)
- do 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:

Encourage the children to consider how they might continue to support each other with their learning. They might agree to continue to meet or to ask if they might sit together in class

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

Relaxation:

Reflect on our learning journey; discuss our visual representation and the steps within this.

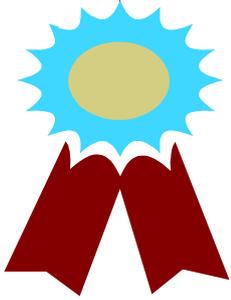
This may be guided relaxation or a quiet time.

Approaches to incorporate into session:

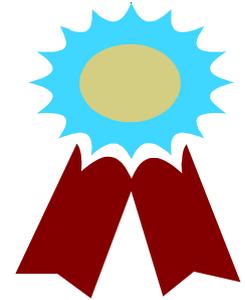
Use of reflection techniques to review previous work carried out.

Examples: Peaceful problem-solving approach, emotional barometer

Resource: Groupwork certificate



This Certificate confirms that



Has taken part successfully in

Great Goals Group

Group Work Sessions:

- I can work co-operatively in a group following our group rules and achieving a group goal
- I can support others with their learning and tell you about myself as a learner
- I can set success criteria to help me reach my goal.
- I can break a goal down into a number of steps and wait for the result
- I can identify barriers to my learning and think of ways to overcome them
- I know what it feels like to be successful

_____ has also achieved their personal learning goal of

.....

Signed:

Date:

