



# SEAL Small group activities exemplar

## Planning and resources

### Good to be me KS 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: Use of dolls or puppets

You will need two large dolls or puppets. Ideally they will be representative of the ethnic mix of the school. We suggest that you name them yourself, but for the purpose of this planning we have called them 'Zotty' and 'Zeb'.



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**

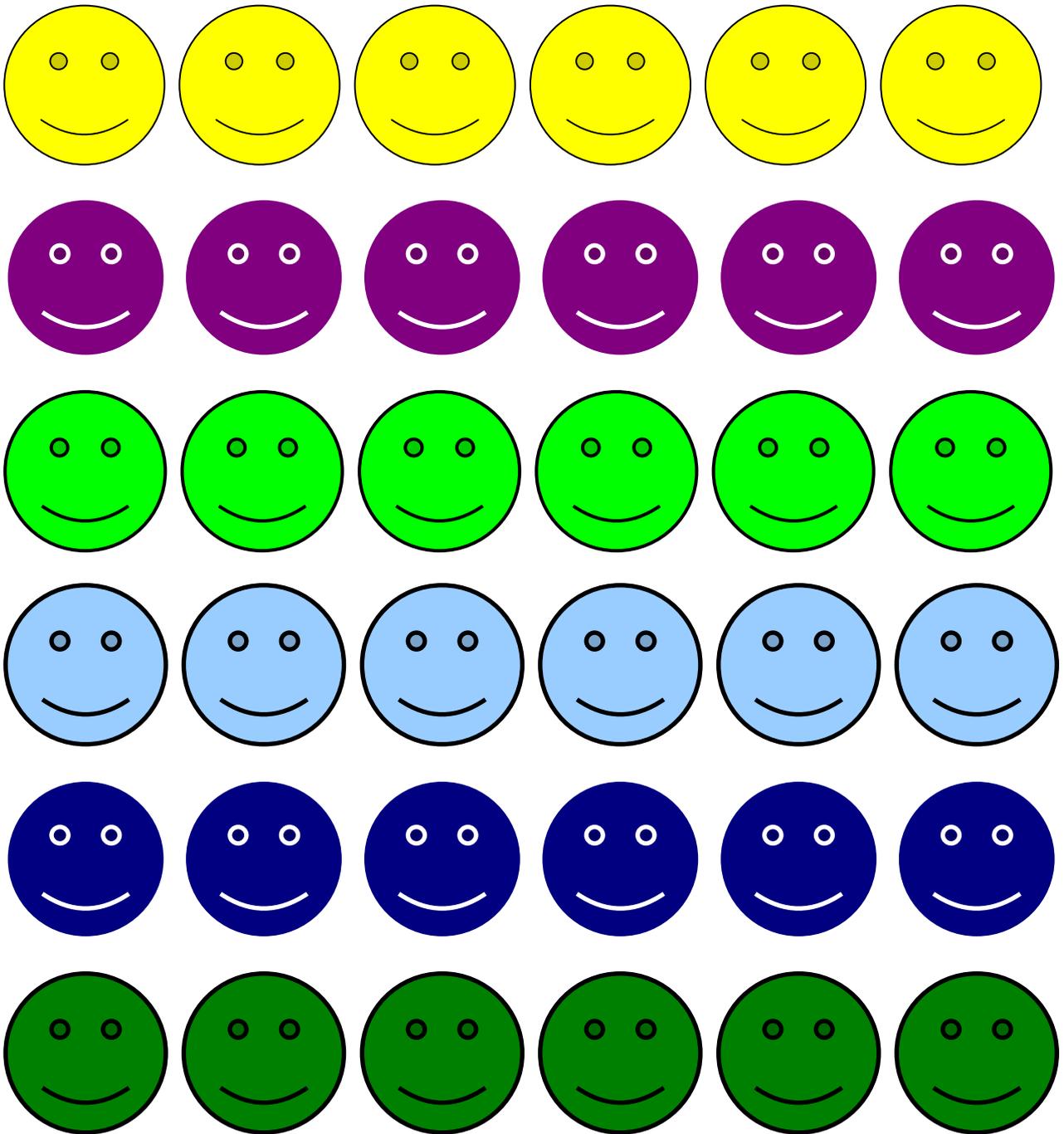
**We can work co-operatively in a group**

**We can look and sound friendly to others in a group**

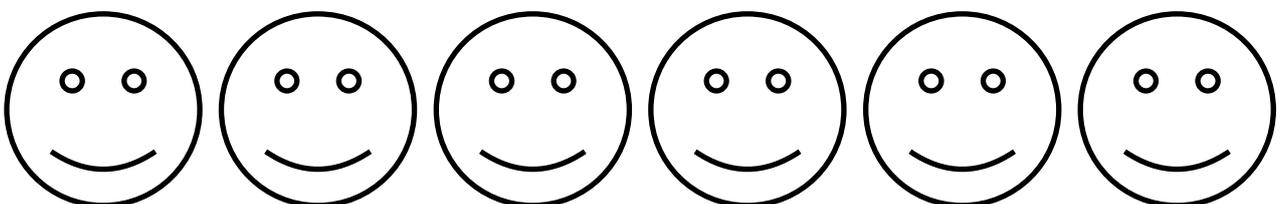
**We can share with others in a group**

**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.

Explanation: Emotional Barometer

## The emotional barometer

Each child makes an emotional barometer from card.

The barometer indicates the level of intensity of the feeling(s) that children are experiencing.

It is a visual cue that keeps children aware of their changing emotions and allows them to record the effect of events and interactions on their mood, helping them to become self aware and to develop empathy with others.

Children can colour the different segments to indicate increasing levels of feeling (e.g. starting off pale blue and moving through to deep purple).

There is a space for 'Not sure and I don't know' as it is important that children realise that they do not have to share their emotions if they do not wish to. Children may colour this segment a neutral shade.

If they are to be used often, teachers may like to consider laminating the barometers.

Feeling words can be written on pieces of card to fit the barometer and given to children to keep or as a 'bank' kept by an adult from which children can take or request particular cards.

The barometers can be kept on the child's desk throughout the day, and the pointer and words changed according to the child's mood.

The template can be enlarged and used as a hanging class barometer to record the mood of the class (with different children being asked to set it at different times of the day).

It is helpful if the teacher also has his or her own barometer and regularly models its use.

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Good to be me

Session no.: Introductory session

Date:

Group:

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
- Zotty and Zeb puppets
- Resource: Our saying 'Hello' pen picture
- Mysterious Shop relaxation resources
- Resource: Working together sheet (printed A4 or A3)
- Resource: Group Name' sheet (printed A4 or A3)
- Resource: Group Aims self-review checklist – 'Working Together' (use either example)

#### 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 3)

*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                      friend

**General:**

happy                      sad                      angry  
 scared                      relax                      relaxed  
 relaxation                      peaceful problem solving

*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 a shell 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 21, silver set, years 1 & 2)**

**Introduce Zotty and Zeb.**

Give Zotty and Zeb a sticky label badge with their names on. Pass round the shell to each child and ask them (when they are holding the shell) to tell Zotty and Zeb the name of the person to their right and what that person likes doing at school.

**Identifying group aims / rules**

Say that Zotty and Zeb have come to join our group. Today they would like to learn how we all work together.

Say that Zotty and Zeb have noticed how the children each took turns to talk and listened to each other when they were saying hello. Zotty and Zeb would like to know about all the other things that help us to work 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

Remind the children that they have just shown Zotty and Zeb how to do all these things in a group. If they don't identify all of these, use Zotty and Zeb to help remind them 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 Zotty, Zeb and the entire 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 Appendix C 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.

**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 in the centre of the group. The group creates the picture together. Zotty and Zeb can help. 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.

*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:**

**The Mysterious Shoppe (adapted from page 34, silver set, years 1 & 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



Resource: Key Vocabulary

# Overview Of Key Vocabulary

happy

sad

angry

scared

relax

relaxed

relaxation

problem solving

like

proud

dislike

anxious

worried

strong

Resource: I can statements running throughout the theme

# Good to be me 'I Can' statements

I can tell or show the things I am good at

I can say or show when I am feeling sad

I can say some things that might make me happy

I can say or show when I am feeling happy or  
sad

I can tell if someone is feeling happy or sad

Resource: I can statements running throughout the theme

# Good to be me 'I Can' statements

I can make my body relaxed

I can say when I am feeling worried or anxious

I can think of some ways to make myself feel  
better if I am anxious or worried

I can say what I need

Resource: Working Together

# Working Together

Resource: Group name

**Our group name**

Resource: Our saying 'Hello' pen picture

*Our saying  
'Hello' pen picture*

Resource: Group Aims self-review checklist – ‘Working Together’ 1

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

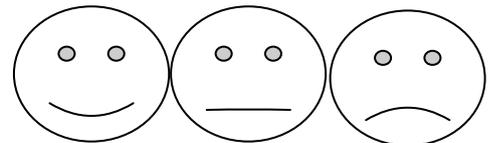
	How well did we do?									
	1 not very well				5 ok		excellent 10			
Did we listen to others?	1	2	3	4	5	6	7	8	9	10
Did we work cooperatively?	1	2	3	4	5	6	7	8	9	10
Did we look and sound friendly?	1	2	3	4	5	6	7	8	9	10
Did we share with others in the group?	1	2	3	4	5	6	7	8	9	10
Did we take turns?	1	2	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.'*



<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Good to be me</h3>		
<b>Session no.:</b> 1	<b>Date:</b>	<b>Group:</b>
<b>Class teacher:</b>		
<b>Facilitators:</b>		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Zotty</li> <li>• Resource example: Find your match (for warm up activity)</li> <li>• Resource example: some of the things I like doing in school</li> <li>• Pictures of the school and classroom</li> <li>• Resource: 'melting in the sun' (for relaxation)</li> <li>• A digital camera</li> <li>• Coloured paper, pens</li> </ul>		
<b>Group aims (these are also referred to as the group rules):</b> <p>Remind children about how we behave towards each other:</p> <ul style="list-style-type: none"> <li>• To follow the rules of the group</li> </ul> <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>		
<b>Intended learning outcomes: 'I can....' statement(s)</b> <ul style="list-style-type: none"> <li>• I can tell or show the things I am good at</li> </ul> <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>		
<b>Key vocabulary:</b> <p><b>Session:</b></p> <p>like            proud</p> <p><b>General:</b></p> <p>happy            sad            angry            scared</p> <p>relax            relaxed            relaxation            peaceful problem solving</p> <p><i>The key vocabulary focused on each session, relating to the theme.</i></p>		

**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:**

**Find your match:**

Collect any pairs of items or cut old Christmas/birthday cards, pictures from a book, or pictures from the assembly story in half.

Give each child a piece of card. Pupils then have to find the matching picture.

*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:**

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?

*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:

- I can tell or show the things I am good at
- To follow the rules of the group

*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 :**

Introduce Zotty to the group

Through you, have her say something like, 'My name is Zotty. I like playing with my toys.'

The children should take it in turns to introduce themselves and say something they like to do

Explain that Zotty has a very bad memory. Have her go round the group and try to remember everyone's name and favourite thing they like to do. Show that she forgets, gets mixed up and makes many mistakes. The children should be encouraged to correct her.

Have Zotty try again and get it right time because of the children's help.

Explain that Zotty has come from a long way away. She wants to know a bit about the children and their school.

Ask whether anyone can think of something that they might tell Zotty. The children should take it in turn to tell Zotty about themselves and the things they like doing at school. they might use the picture of the classroom to help them.

Explain that it is time for Zotty to go. Say goodbye and gets her magic space machine (her bag).

When Zotty has gone ask:

- Would you like Zotty to come back?
- How could we make sure that she comes back?
- Do you think we can write an invitation?
- Can we include some of the good things about us?

The children should contribute to the invitation and draw, include photographs or write on it (with help if necessary) some of the good things about themselves and the school.

*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:**

Ask the children to think about what they have learned today, and what they could do to practise what they have learned, before the next session. Suggest that they ask another child in the class what they like doing at school, or tell a person at home something they like doing at school

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

**Relaxation:**

**Melting in the sun (page 33, silver set, years 1 & 2)**

*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*

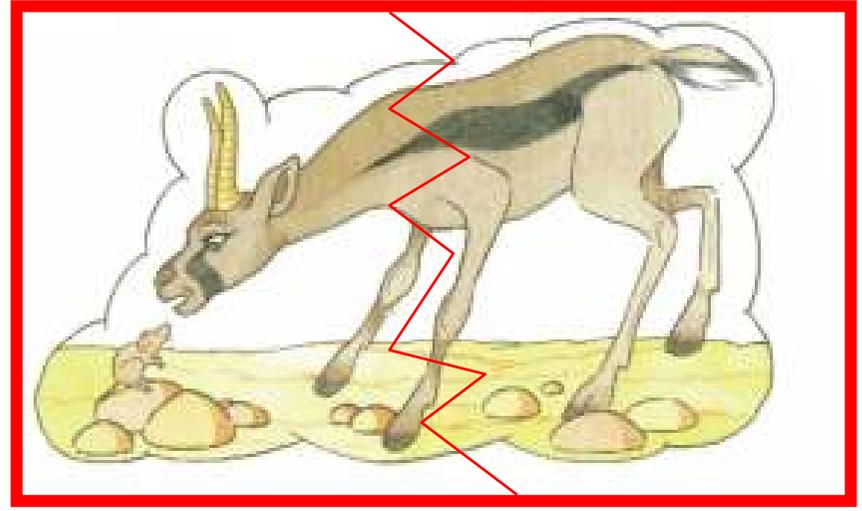
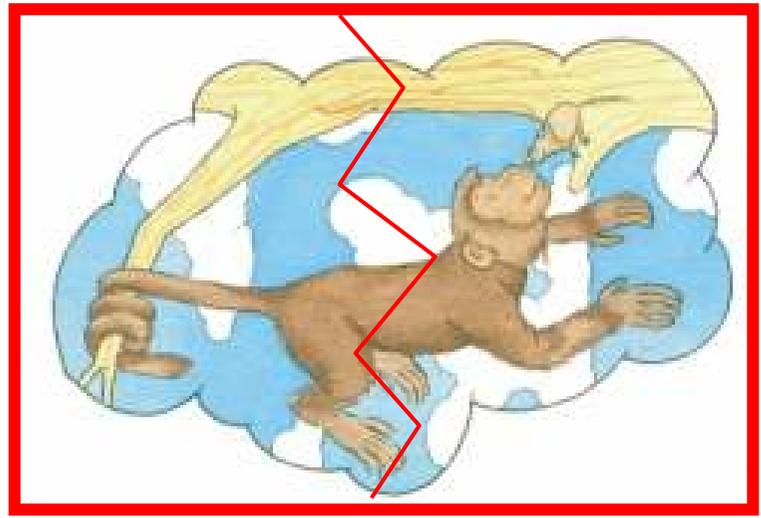
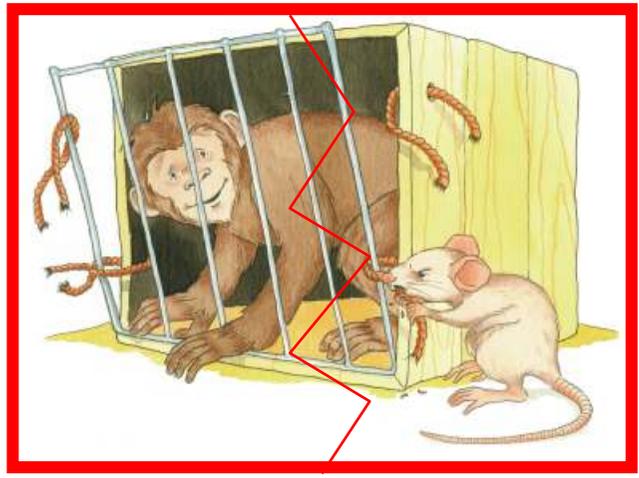
Resource: Meet Zotty and Zeb display poster

# Meet Zotty and Zeb



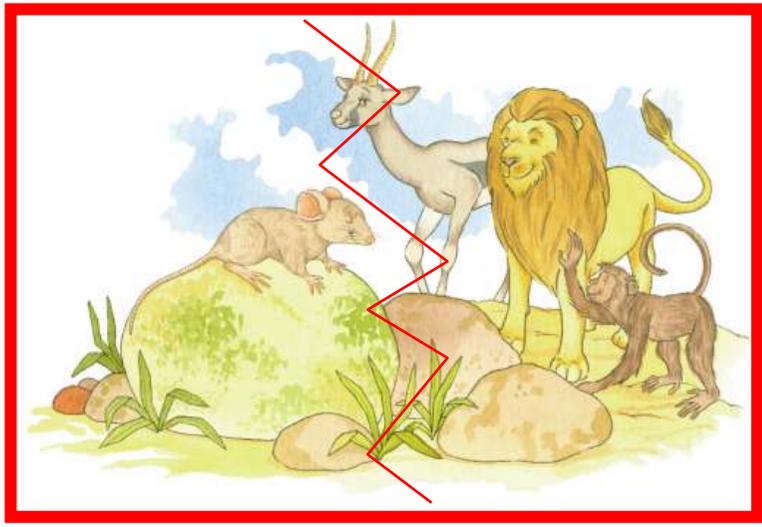
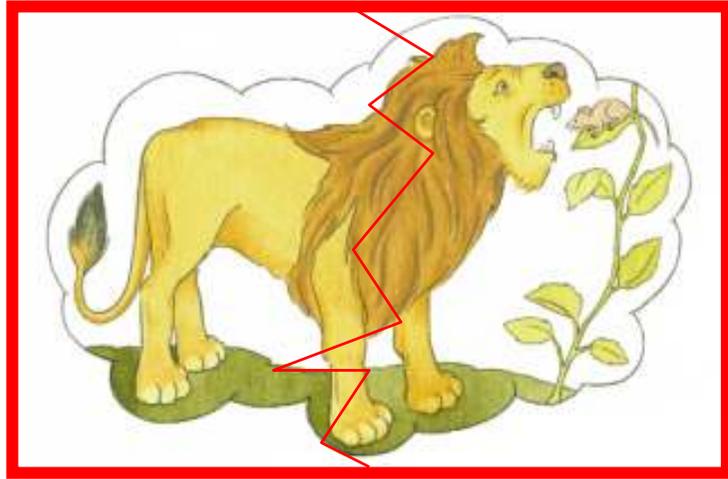
Resource: Warm-up activity – find your match 1

# Find Your Match



Resource: Warm-up activity – find your match 2

# Find Your Match



# My favourite place in school

Hello Zotty my name is.....

My favourite place in school is.....

I have drawn a picture of something I  
am good at



Example: Some of the things I like doing in school

# Some Of The Things I Like Doing In School



**I like Numeracy because.....**



**I like the book corner because.....**



**These are our birthday balloons the green one can be yours Zotty.**



**The class made pictures using different shapes. We all felt good about our work. Work we had done.**

Resource: Some of the things I like doing in school

# Some Of The Things I Like Doing In School

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!

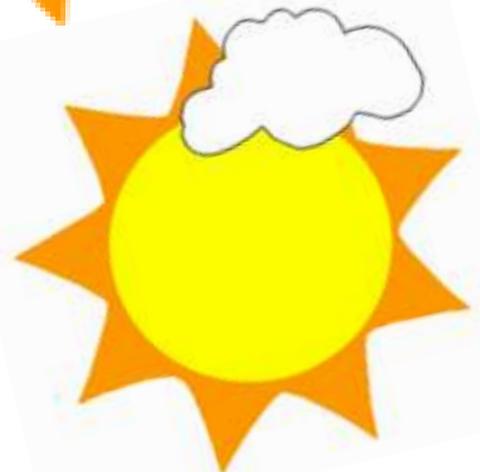


‘... The sun is heating up your body. You can feel it warming you up through your clothes, through your skin... it’s warming you right through to your muscles. Even your bones are getting hot. Your body starts to feel soft and loose.

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 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: Relaxation – Melting in the Sun Visual

## Melting in the Sun Guided Relaxation Visual Cue



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Good to be me

<b>Session no.:</b> 2	<b>Date:</b>	<b>Group:</b>	
<b>Class teacher:</b>		<b>Facilitators:</b>	
<b>Resources:</b>			
<ul style="list-style-type: none"> <li>• Zotty</li> <li>• Resource: Emotional Barometer with happy, sad and ok (other feeling words can be added later)</li> <li>• Resource: ideas to help Zotty feel more cheerful</li> <li>• Example resource: ideas to help Zotty feel more cheerful</li> <li>• Old picture cards cut in half for 'find your match', enough halves for each child. If there are an odd number of children in the group then the facilitator will join in. Or use Resource: Find your match</li> </ul>			
<b>Group aims (these are also referred to as the group rules):</b>			
Remind children about how we behave towards each other:			
<ul style="list-style-type: none"> <li>• To follow the rules of the group</li> </ul>			
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>			
<b>Intended learning outcomes: 'I can....' statement(s)</b>			
<ul style="list-style-type: none"> <li>• I can say or show when I am feeling sad</li> <li>• I can say something that might make me feel happy</li> </ul>			
<i>One or more 'I can...' statement(s) will be focused on in each session, linking with the whole-class curriculum materials.</i>			
<b>Key vocabulary:</b>			
Put on display resource: "Key Vocabulary" and highlight the session's focus words			
<b>Session:</b>			
dislike	happy	sad	
<b>General:</b>			
happy	sad	angry	scared
relax	relaxed	relaxation	peaceful problem solving

**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:****Find your match**

Use birthday cards or assembly story cards. Give each child a piece of card the pupil then have to find the matching picture.

*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:**

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

Explain that Zotty was really happy when she got the invitation from last week's session. How would you know that Zotty was feeling happy?

*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 say or show when I am feeling sad
- I can say something that might make me feel happy

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:**

Explain that Zotty doesn't want to come out to see them. Say that she is feeling sad. Ask the children to encourage her to come out. Eventually make her come out of her bag.

Explain that Zotty is feeling so sad that she doesn't want to talk about it. ask:

- Can you think of why she might be feeling sad?

The children should think of some reasons and then take it in turn to ask Zotty questions, for example, Zotty are you feeling sad because....? Explain that Zotty is feeling sad because she lost her favourite teddy. Ask what we can do to help Zotty feel better. The children should give some ideas about what they might do to cheer Zotty up. The facilitator should help them.

For example:

- They might sing a song
- Tell a story
- Tell a joke
- Dance
- Laugh and smile
- Give Zotty a cuddle, if she wants one

Summarise by writing on the whiteboard; we made Zotty feel a little better by.....

You should write down all the children's ideas. You might like to make these into a book of ideas or make them part of a display to be used in the introduction next week.

Introduce the emotional barometer. Explain that sometimes it is hard to talk about the way we are feeling. Explain that these barometers might help let other people know how we are feeling.

*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:**

Ask the children to think about what they have learned today, and what they could do to practise what they have learned, before the next session. You might suggest that over the next week they do something to make someone at school happy or do something at home to make someone feel happy. Their class teacher should help them with this and give them feedback.

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

### **Relaxation:**

#### **Breathing by numbers:**

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, 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 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: Ideas to help Zotty feel more cheerful

# GOOD TO BE ME

Ideas to help Zotty feel more cheerful

Example: Ideas to help Zotty feel happy

We know how to make Zotty feel happy

I can sing a song for Zotty to  
make her feel happy



I can tell a story to make Zotty  
feel happy



I can tell a joke to make Zotty  
feel happy



Example: Ideas to help Zotty feel happy

I can give Zotty a cuddle if she would like one



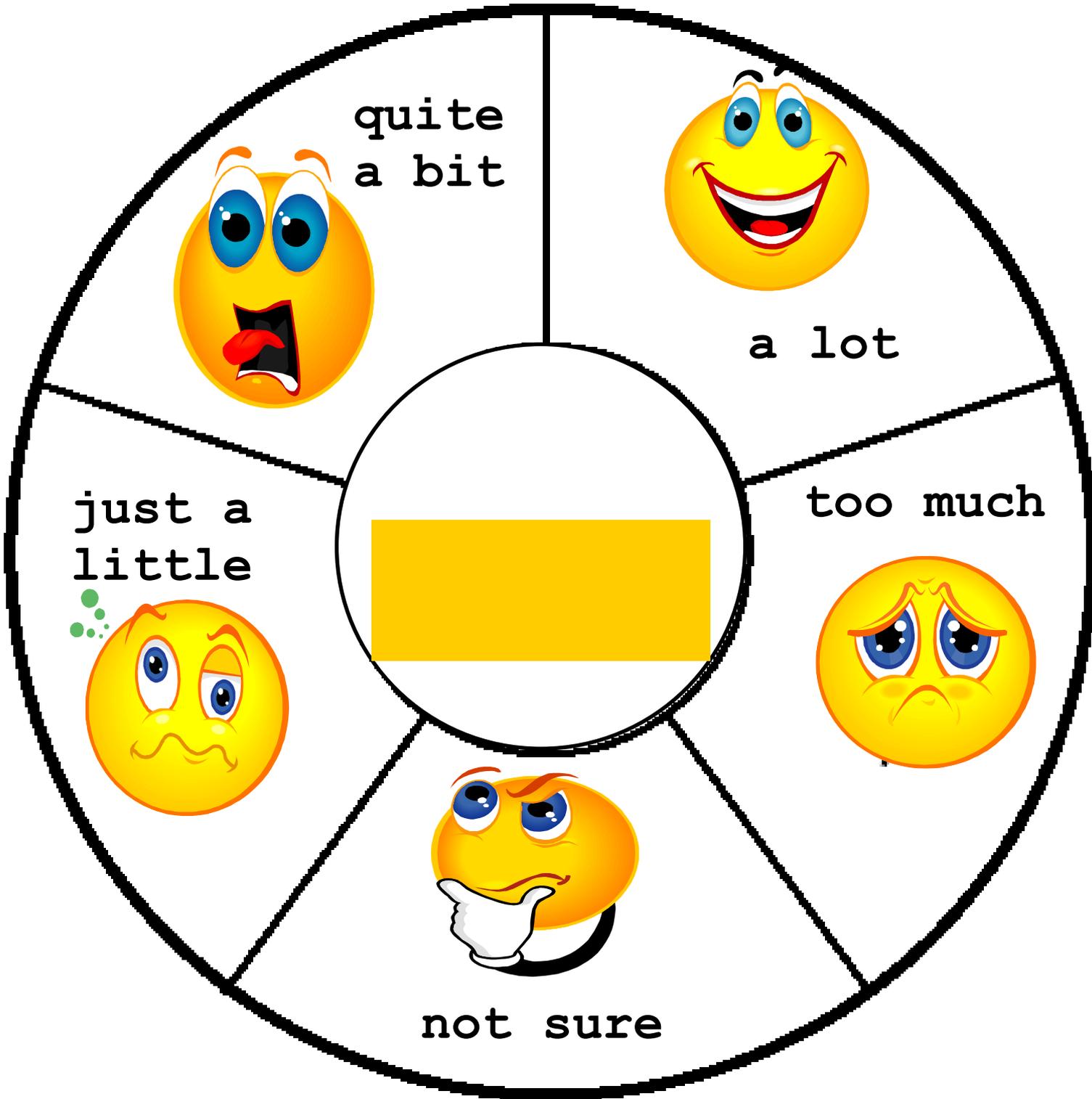
We can smile at Zotty and make her happy



We can ....

Resource: Emotional barometer

# Emotional Barometer



happy

sad

scared

angry

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Good to be me

Session no.: 3

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- Zotty
- Emotional barometer with happy, sad and ok (other feelings can be added later)
- Resource: “a smile” (this might be made with card and should be small enough to fit in a child’s cupped hands)
- Resource: ‘I feel happy when’
- Example resource: ‘I feel happy when’
- Objects or pictures so there is at least one for each child. The objects and pictures should show things that might make us feel happy – for example, a shell to represent the seaside

**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 say or show when I am feeling happy or sad
- I can tell if someone is feeling happy or 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:**

happy                  sad

**General:**

scared	angry
relax	relaxed
relaxation	problem solving

*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:**

**Changing Places (Page 18, silver set, years 1 & 2)**

Use this game to encourage children to sit next to different neighbours:

Change place if you...

...are wearing black socks	...had fruit at break time
...walked to school	...like playtimes
...like sausages	...have a sister
...enjoy being on your own	...like the colour red

*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:**

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

*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 say or show when I am feeling happy or sad
- I can tell if someone if feeling happy or 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:**

Make Zotty come out of the bag holding an emotional barometer. The barometer should be pointing to happy. Ask the children to guess how she is feeling.

Ask the children how they can tell if someone is feeling happy if they haven't got an emotions barometer? Focus on how eyes, mouth and body look when they are happy.

Next you will need the card smile. Pick it up and smile as soon as you look at it. Pass it to the child sitting next to you. When they get the smile they should smile too. When it has gone all round the circle, everyone should be smiling.

Explain that Zotty has brought a bag of her favourite things. She has to go, so she leaves the bag with the children.

Pass the bag round and ask the children to reach into the bag. They should bring out something and say what they find, and how it makes them feel. For example:

- I feel happy when I am at the seaside.
- I feel... when I am in bed
- I feel... when I play with my toys.
- I feel... when I read my book.

Ask the children to make a bag for Zotty of all the things that make the group feel happy. They should draw them on card or find objects to represent them to put into the bag for Zotty. You might like to bring some objects with you that might show the children's favourite activities or bring some photos or pictures cut out of magazines.

*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:**

Ask the children to think about what they have learned today, and what they could do to practise what they have learned. You might suggest that they notice if someone in the group looks a bit sad. They could cheer them up. Children might buddy up in pairs to keep an eye out for each other.

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

**Relaxation:**

**Breathing by Numbers (Page 33, 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.

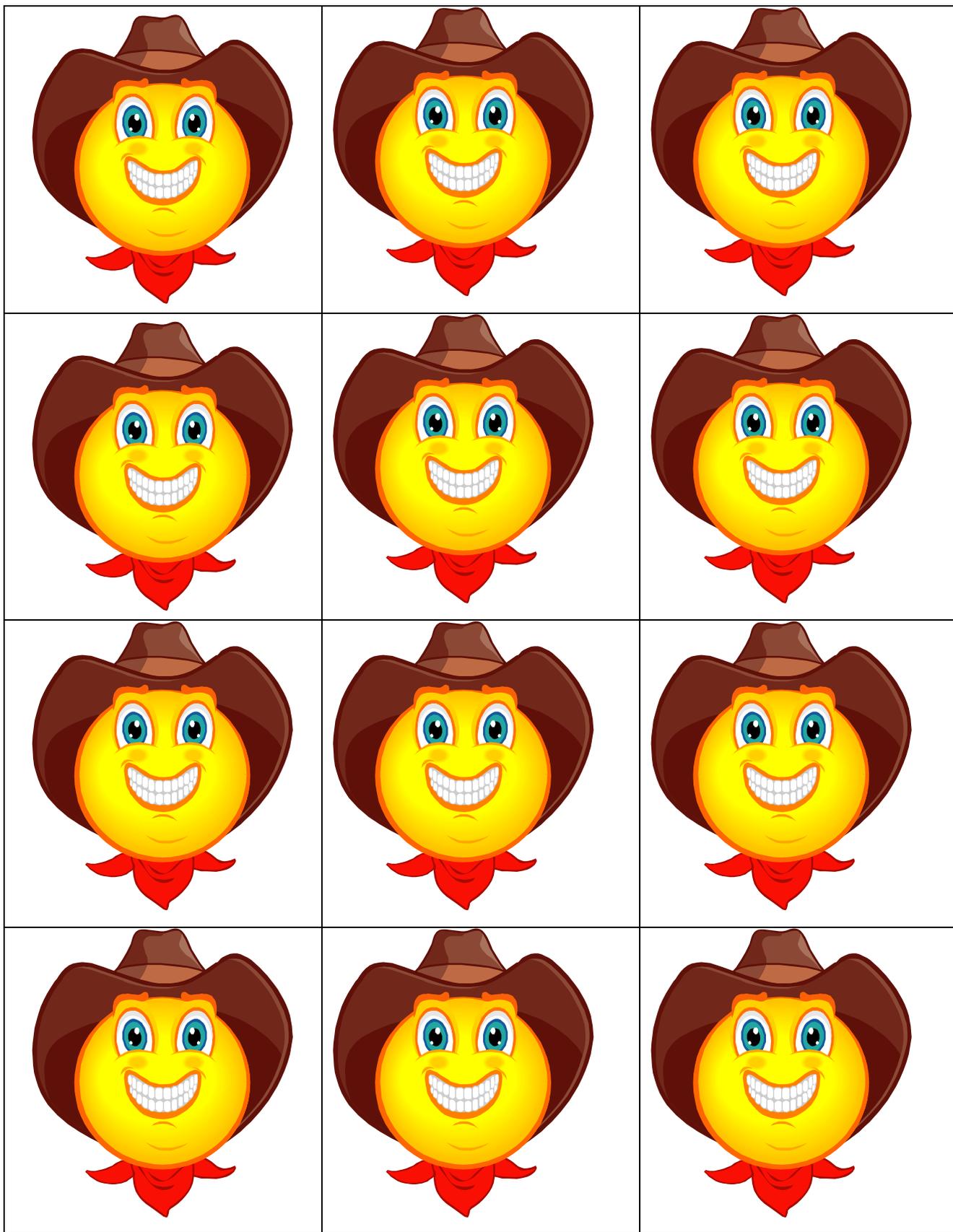
You can extend the exercise by encouraging the children to breathe in through the nose, and out slower and longer, through pursed lips.

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

**Approaches to incorporate into session:**

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

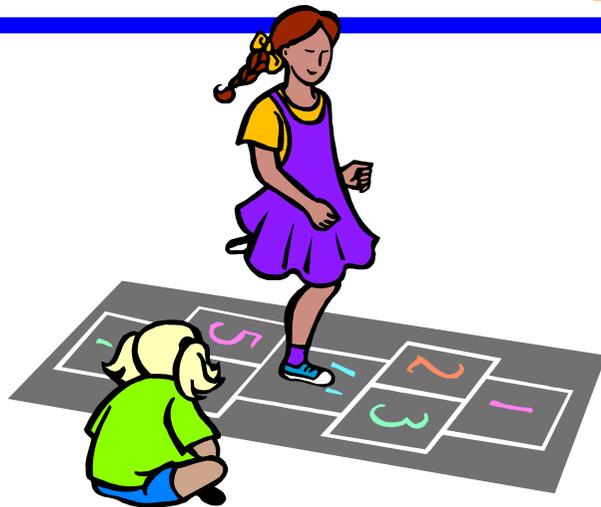
Resource: A smile to fit in each child's hand. To pass around the circle so that everyone eventually smiles!



Resource: I feel happy when.....work sheet

# I Feel Happy When...

Example: I feel happy when



I am playing with my friends



I go to the park



I run on the sand



I read a book

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Good to be me

Session no.: 4

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- Relaxing music
- Candle
- Aromatherapy oils
- Muted light
- Zotty
- Resource; 'when I'm relaxed I feel' or large sheet of plain paper
- Resource: 'when I'm relaxed' words
- Digital camera

**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 make my body relaxed

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

**Key vocabulary:**

**Session:**

relaxed                      calm                      relaxation                      relax                      relaxed

**General:**

happy                      sad                      angry



**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:**

Zotty should be lying, looking very relaxed on one of the chairs at the beginning of the session. The relaxing music should be playing and aromatherapy oils should have made the room smell really lovely.

The children might notice Zotty and try to encourage her to speak. Draw out that she is too relaxed to even hear them. Ask them what is wrong with Zotty. They might say that she is asleep. Explain that you know that she is really just very relaxed.

Discuss with the children how they might know she was relaxed. For example:

- Her arms and legs are floppy:
- She is very still and quite.

Lean down to listen to Zotty. Have her tell you that she needs to relax and she needs some peace and quite. She could say that it would help if the children relax too.

Whisper to the children that you are going to teach them to relax so that they don't disturb Zotty. Draw their attention to the music. Zotty has chosen it to help her relax. Suggest that they should lie down. Remind them to make their bodies really floppy. Go round and check if their bodies are relaxed. Lie down yourself or sit in a relaxed way. Time how long the children have remained quiet and relaxed. When about two minutes have gone by, turn off the music and help Zotty become alert. Allow the children to 'wake up' at their own pace.

Have Zotty thank the children through you. She might ask them how they feel and whether they like relaxing. She could explain that she relaxes when she is feeling wound up or tense.

Play the game 'Blink Relax' this is a variation on the party game 'Blink Murder'. First of all the children need to be able to get into a relaxed position. Explain that to play the game you need to be able to get in the relaxed position. Explain that someone blinks at you, you must become floppy and relaxed.

Practise by blinking at the children and making them relaxed. When you feel the children understand this, you should ask for a volunteer to go out of the room. From the remaining, choose someone to be the blinker. The blinker volunteer should return and blink should try to make everyone relax without the volunteer working out who the blinker is.

Use a large piece of paper to draw round one of the children alternatively use the 'when I'm relaxed' resource. Annotate the body shape with the 'when I'm relaxed' words to show how the body feels when relaxed. Make sure you include:

- Head/brain
- Eyes
- Ears
- Mouth
- Body

Alternatively you might like to use a digital camera. Ask the children to show what relaxed looks like, take photos to illustrate 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):**

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

**Plans for coming week:**

Ask the children to think about what they have learned today and what they could do to practice what they have learned.

The class teacher should make sure that there are opportunities for the children to feel relaxed during the week. If the class seem tense, ask the children from the small group to help them relax.

Make time for the children from the small group to teach the rest of the class how to play Blink relax.

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

**Relaxation:**

**Breathing by Numbers:**

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, 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: when I'm relaxed I feel

# When I'm relaxed I feel....



Resource: "I feel relaxed" words

**closed**

**still**

**a little bit open**

**closed**

**sleepy**

**sleepy**

**floppy**

**quiet**

**happy**

**hands still**

**legs still**

**calm**

**steady heartbeat**

Planning: Session 5

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Good to be me

Session no.: 5

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- Zotty
- Relaxing music

**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 say when I am feeling worried or anxious
- I can think of some ways to make myself feel better if I am anxious or worried

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

**Key vocabulary:**

**Session:**

scared                      anxious                      worried

**General:**

happy                      sad                      angry

relax	relaxed
relaxation	peaceful problem solving

*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 action:

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:**

*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:**

Arrange the room in advance so that Zotty is sitting on the chair looking anxious. Her legs might be crossed tightly and her arms folded.

Through you, have Zotty explain that she doesn't feel right. She has a horrid feeling in her tummy and her head feels tight. She doesn't like feeling and she doesn't know why she is feeling like that. The children should try to guess what might be the matter for example

'Are you ill?'

'Are you scared?'

'Has something nasty happened to you?'

You might suggest to the group that you feel a bit like when you are scared or worried. Ask them if they think that might be wrong with Zotty. You might suggest one of them ask her. Encourage one of the children to ask her why she might be feeling like this.

Have Zotty say she doesn't know. The children might try to help her decide. They might ask her things like:

Are you going to the dentist? Are you starting a new school?

Have Zotty decide that she is feeling worried because her mum and dad are going on holiday. Her nana is coming to look after her, but she might miss her mum and dad. How can we help Zotty? Perhaps the children can think of some ideas. They could:

- help her to think about something different;
- tell her a joke;
- help her relax;
- suggest she does some exercise
- dance for her

The children should tense up their bodies and do a tense persons dance. Play some relaxing music and suggest the children do a dance/move to show them getting more and more relaxed.

Zotty says the dance has helped her stop worrying but that she thinks she would like to relax.

Play the relaxing music from the last time and encourage the children to relax.  
Say that it is time for Zotty to go. The children should say goodbye.

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

*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 on the process and outcomes of the session using the self review sheet.  
*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

Suggest that the children try to cheer someone up at home or school this week, and report back on what happened.

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

**Relaxation:**

**Breathing by Numbers:**

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, 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*



*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 action:

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:**

*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:**

Explain that Zotty is not feeling happy. This is what has happened. Try to act this out if you can.

Zotty was sitting in class and she wanted to go to the toilet. She was feeling shy and timid so she tried to ignore it. The feeling started to grow. Zotty went to ask Miss.... But Miss.... Was really busy and she told Zotty to go away. Zotty sat down. She couldn't think about anything else. She put her hand up nobody came to see her.

She was getting desperate. She really needed to go to the toilet. She had to rush. She was in such a hurry that she trod on Ben's model and broke it. She knocked into the milk trolley and the milk spilt. She got to the toilet just in time.

Miss..... was cross because of all the damage.

Ask the children to suggest what Zotty should have done. The children should work in smaller group supported by an adult to work out what Zotty could do. They should show the other group their ideas.

Ideas might include:

"Please Miss..... I need to ....."

The children should call Zotty to come back out of her bag. When Zotty comes out the children should tell her their ideas.

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

*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 on the process and outcomes of the session using the self review sheet.  
*The group reviews and reflects on the process and outcomes of the session.*

**Plans for coming week:**

You might suggest that they try out their ideas about how to ask for things in a clear and strong way.

This will need the support of the class teacher. Children in the same class might support each other.

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

**Relaxation:**

**Breathing by Numbers:**

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, 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*

Planning: Session 7

<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Good to be me</h3>														
<b>Session no.:</b> 7	<b>Date:</b>	<b>Group:</b>												
<b>Class teacher:</b>														
<b>Facilitators:</b>														
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Resource: Evaluation sheet 'Three things I've enjoyed'</li> <li>• Resource: Certificate</li> </ul>														
<b>Group aims (these are also referred to as the group rules):</b> <p>Remind children about how we behave towards each other:</p> <ul style="list-style-type: none"> <li>• We can tell you the things we have enjoyed doing in our group</li> <li>• We can celebrate our successes</li> </ul> <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>														
<b>Intended learning outcomes: 'I can....' statement(s)</b> <ul style="list-style-type: none"> <li>• We can tell you the things we have enjoyed doing in our group</li> <li>• We can celebrate our successes</li> </ul> <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>														
<b>Key vocabulary:</b> <p><b>Session:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">celebrate</td> <td style="width: 33%;">celebration</td> <td style="width: 33%;">success</td> </tr> </table> <p><b>General:</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">happy</td> <td style="width: 33%;">sad</td> <td style="width: 33%;">angry</td> </tr> <tr> <td>scared</td> <td>relax</td> <td>relaxed</td> </tr> <tr> <td>relaxation</td> <td colspan="2">peaceful problem solving</td> </tr> </table> <p><i>The key vocabulary focused on each session, relating to the theme.</i></p>			celebrate	celebration	success	happy	sad	angry	scared	relax	relaxed	relaxation	peaceful problem solving	
celebrate	celebration	success												
happy	sad	angry												
scared	relax	relaxed												
relaxation	peaceful problem solving													

**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 action:**

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:**

*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:**

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

Certificates handed out to celebrate successes, these should include 'I can' statements achieved.

Invitations could be handed out to other class members to help celebrate the success of the group's achievements.

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

*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):**

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**Relaxation:**

**Breathing by Numbers:**

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, two, three, four, five, six.' do this just five times at first.

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*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

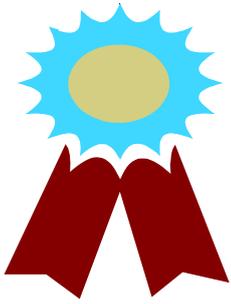
# The three things I have enjoyed doing in our group sessions are:

1.

2.

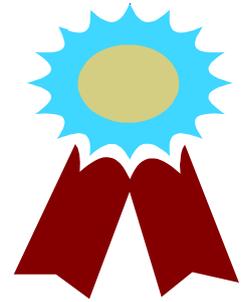
3.

Resource: Certificate for Groupwork Achievement



*This Certificate confirms that*

*Zotty*



*Has taken part brilliantly in*

**The soooo  
Good Skills  
Group**

*Group Work Sessions:*

- *I can work in a group with other children*
- *I can tell or show the things I am good at*
- *I can say or show when I am feeling sad*
- *I can say some of the things that might make me feel happy*
- *I can say or show when I am feeling happy or sad*
- *I can tell if someone is feeling happy or sad*
- *I can make my body relaxed*

Signed:

Date:

