



SEAL Small group activities exemplar

Planning and resources

Good to be me 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: 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

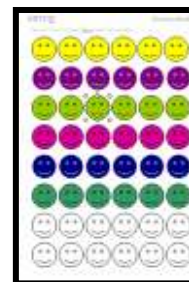
What does it look like?

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

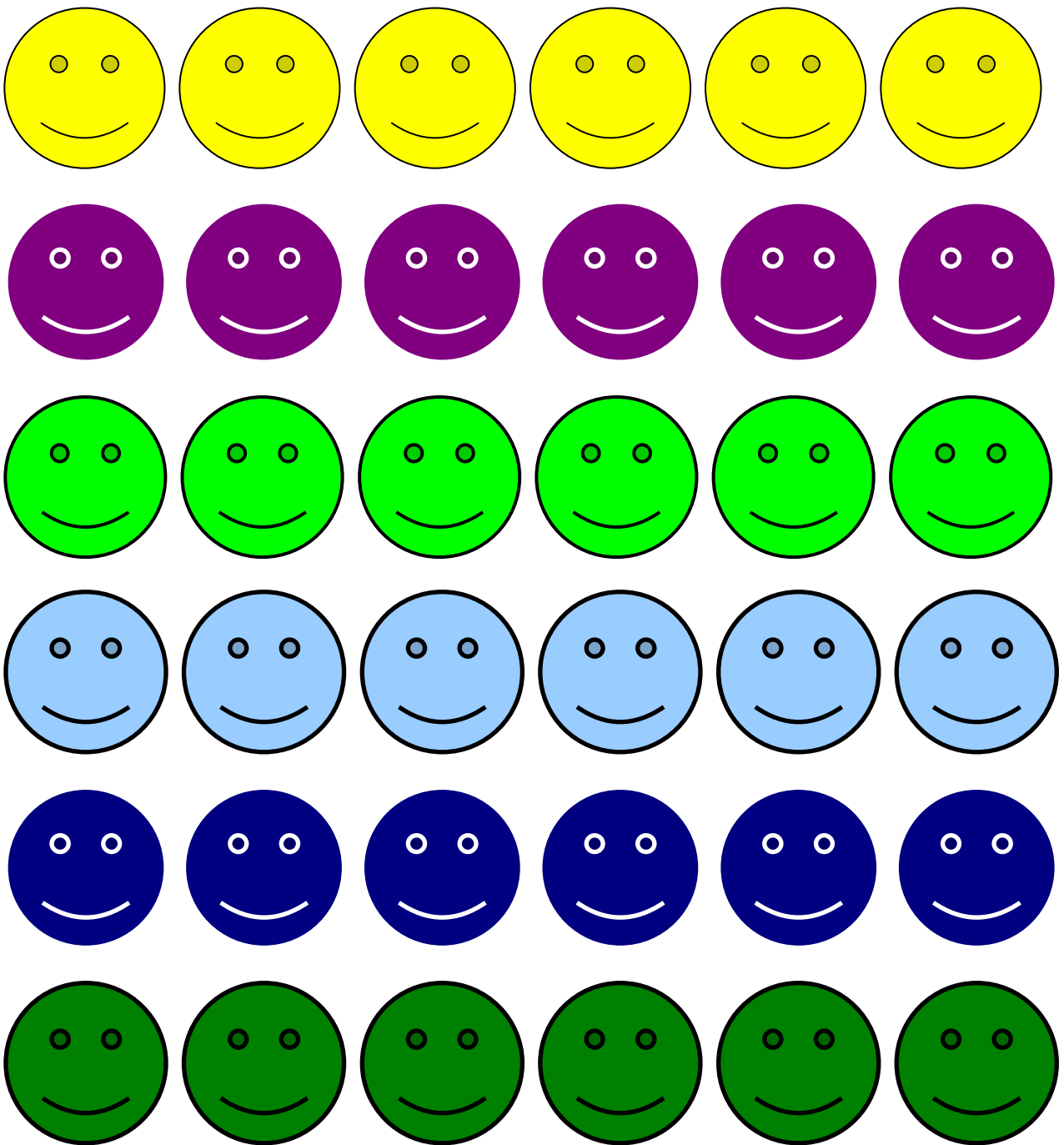
We can work co-operatively in a group

We can look and sound friendly to others in a group

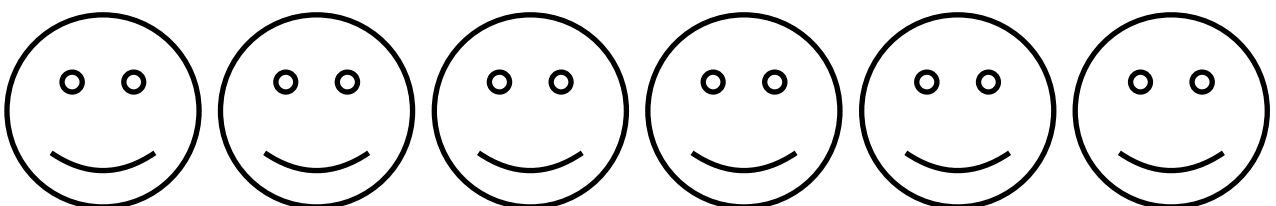
We can share with others in a group

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.

PROFORMA FOR GROUP-WORK SESSION

SEAL theme: Good to be Me

Session no.: Introductory session

Date:

Group:

Class teacher:

Facilitators:

Resources:

- Large sheet of paper headed 'working together'
- Frankenstein's Bride activity sheet x 2
- Coloured pens
- Example of decorated folder for next week's session

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

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

Remind children about how we behave towards each other:

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

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

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

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

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

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

Key vocabulary:

Session

working together	taking turns	listening	friend
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General

Happy	sad	worried	anxious
angry	disappointed	relax	calm

threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			
<p><i>The key vocabulary focused on each session, relating to the theme.</i></p>			
<p>Welcome and check-in:</p> <ul style="list-style-type: none"> • 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 <p><i>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.</i></p>			
<p>Warm-up activities:</p> <p>Secret writing (page 20, Key stage 2 silver set) 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.</p> <p><i>Chosen from the ideas in this booklet, or your own ideas. The children may develop a favoured routine for these.</i></p>			
<p>Reminder of group aims (these are also referred to as the group rules):</p> <p>As it is the introductory session, the group aims have not yet been established. See below for introduction to establishing the group aims.</p> <p><i>A reminder about how we behave towards each other.</i></p>			
<p>Review of previous week:</p> <p>(As it is the introductory session there is nothing yet to review)</p> <p><i>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.</i></p>			

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:

Identifying group aims / rules

Introduce yourself and the Learning mentor to the group and explain that you are meeting today and for the next 5 weeks to work on different activities, which will have intended learning outcomes for each session so that we are clear about what we are learning together.

Discuss 'rules' for the group referring to the 'Group rules' section in the planning.

Group name

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

Bride of Frankenstein activity

Introduce the activity Bride of Frankenstein. Give each child a copy of the Bride of Frankenstein resource sheet, and 3 coloured crayons or felt tips. Follow the instructions on the sheet. Specific praise of co-operating, discussing, turn-taking.

Group self review (solution focussed scaling)

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.

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.

Aims for next session explain by using the example that you have made, that they can make a 'What makes me feel good' folder. This can be used to keep any sheets they use in the group in. The group can explore what they might bring

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

Relaxation:

The mysterious Shoppe (adapted from page 23, 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)

happy

sad

worried

anxious

angry

disappointed

relax

calm

threat

threatened

hopeful

hopeless

frightened

tense

scared

stressed

proud

Resource: Working Together

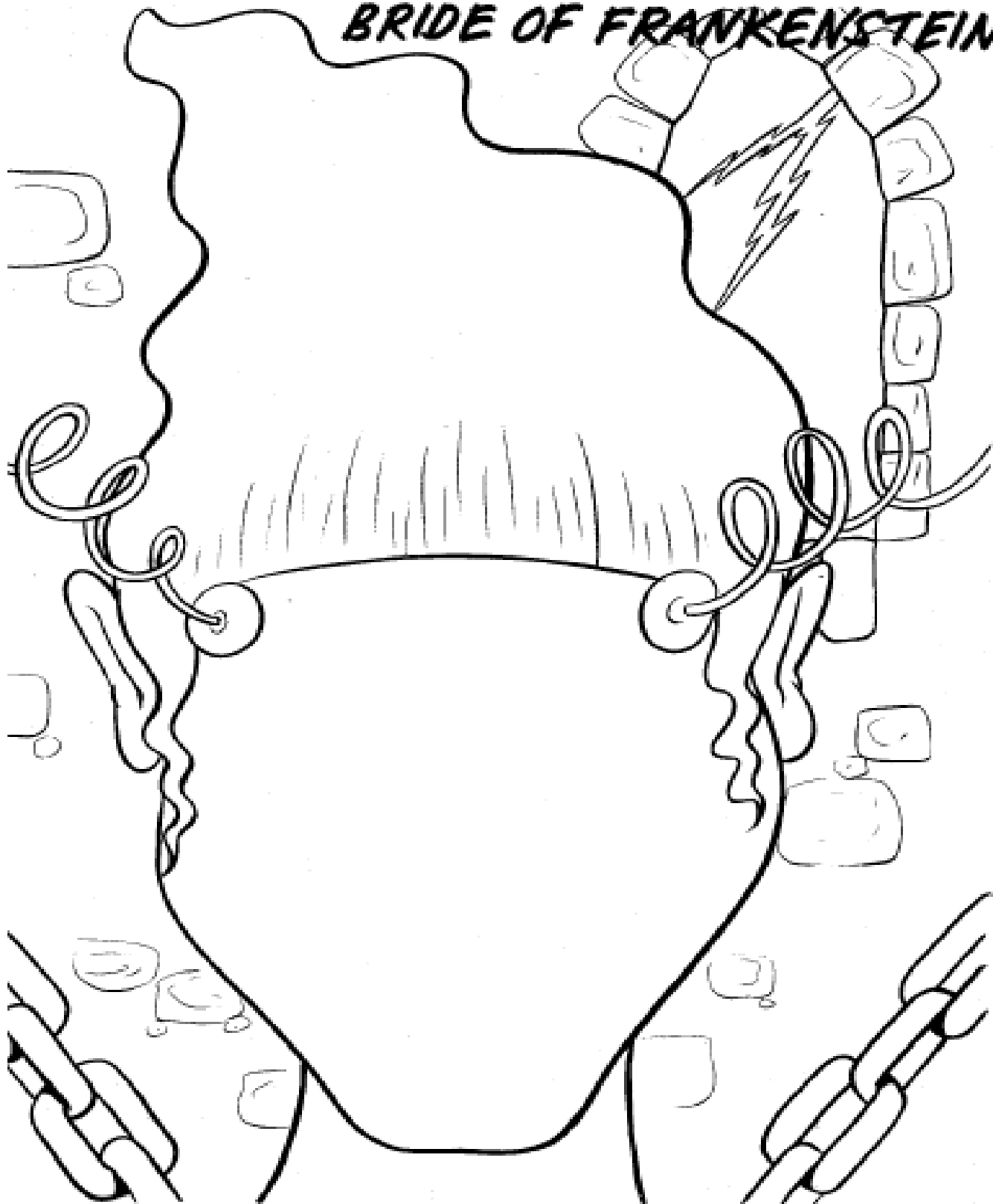
Working together

Resource: Group name

Our group name

Resource: Bride of Frankenstein

BRIDE OF FRANKENSTEIN



Resource Bride of Frankenstein instructions

Bride of Frankenstein

Intended Learning Outcomes:

- I can share equipment
- I can co-operation,
- I can be a good listener
- I can look and sound friendly
- I can take turns

Children to work in pairs to draw the 'Bride of Frankenstein'. Allow them to choose three coloured pens - one each and one which they must agree upon.

Facilitator to read following script or close variation:

Meet Frankenstein's Bride she's really beautiful if a little unusual. She has: (for example)

- *One big eye and one small eye*
- *A rather large nose which isn't in the centre of her face*
- *A big top lip and a thin bottom lip*
- *Unfortunately with the stress of the wedding she has a problem with spots - 15 in total, seven of which are quite large.*
- *Now for her tiara, this has five stones two are round and the same size but not set together the other three are different sizes and shapes.*



(Adapt instructions to be as simple or as challenging as the demands of the group will allow)

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

Group Aims Self-Review Checklist - ‘Working together’

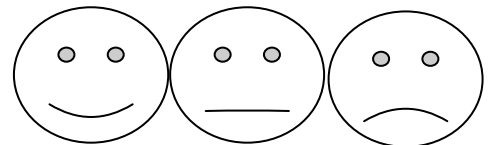
	How well did we do?									
	1 not very well				5 ok			excellent 10		
Did we listen to others?	1	2	3	4	5	6	7	8	9	10
Did we work cooperatively?	1	2	3	4	5	6	7	8	9	10
Did we look and sound friendly?	1	2	3	4	5	6	7	8	9	10
Did we share with others in the group?	1	2	3	4	5	6	7	8	9	10
Did we take turns?	1	2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

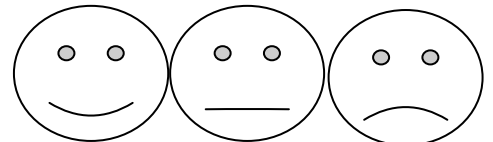
Group aims self-review checklist - 'Working together'



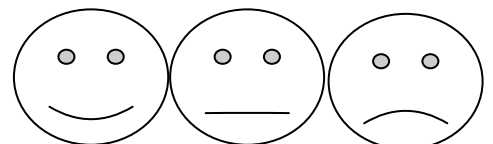
Did we listen to others?



Did we work cooperatively?



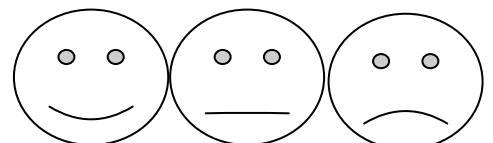
Did we look and sound
friendly?



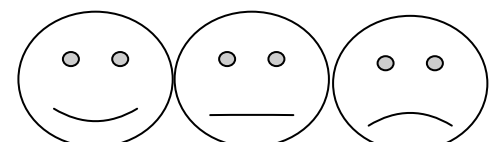
Did we share with others?



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.'



PROFORMA FOR GROUP-WORK SESSION			
SEAL theme: Good to be me			
Session no.: 1	Date:	Group:	
Class teacher:		Facilitators:	
Resources:			
<ul style="list-style-type: none"> • Warm up activity - Statements printed and cut out • Coloured pens, shiny paper, shapes for decorating folders • Pictures from magazines to show their interests i.e. motorbikes • Glue sticks • Folders 1 for each child - to keep their work in, and to decorate • I felt good when tokens (for group to take for coming 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 tell you about the things I am good at. • I know about myself 			
<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:			
Session			
working together	taking turns	listening	friend
General			
happy	sad	worried	anxious
angry	disappointed	relax	calm

threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			

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:

Where are you? (adapted from page 5, blue book, years 1 & 2)

Stretch the rope along the floor. Read out the statements and put the two opposing statements at either end. Ask the children to stand on the line at one end or the other (or somewhere in the middle) according to where they think they are on the scale.

Statements:

I eat anything _____	I’m very choosy about what I eat
I’m tidy _____	I’m untidy
I watch TV all the time _____	I never watch TV
I never argue _____	I’m always arguing
I like PE _____	I don’t like PE
I like drawing _____	I don’t like drawing

Emphasise that there are no ‘right’ answers – we are all similar in some ways and different in others. Draw out how boring it would be if we all liked, or were good at, the same things.

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 'I can ' intended learning outcomes for the session:

- I know about myself
- I can tell you about the things I am good at.

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

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 2: (adapted from page 54, silver set, Key stage 2)

- Show the group my folder and explain why I have chosen the things I have. Emphasise feeling good and use different words to describe this, happy, proud, warm etc.
- Young people to put their name on the folder in any way they choose and decorate / illustrate with things that make them feel good. The folder will be kept by school and they can take them home at the end of the sessions
- Specific / explicit praise of group following group rules ,listening sharing; give tokens for our 'I can' chart

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 notice during the coming week times when they felt good and write it on an 'I felt good when ...' token and bring them to our next session. Ensure class based staff are

aware and can support them in this

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

Examples: Peaceful problem-solving approach, emotional barometer

Resource: Warm-up activity – Where are you? 1

I eat anything

**I'm very
choosy about
what I eat**

I'm tidy

I'm untidy

Resource: Warm-up activity – Where are you? 2

**I watch TV
all the time**

**I hardly ever
watch TV**

I never argue

**I'm always
arguing**

Resource: Warm-up activity – Where are you? 3

I like P.E.

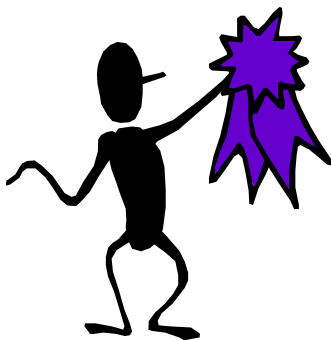
**I don't
like P.E.**

I like drawing

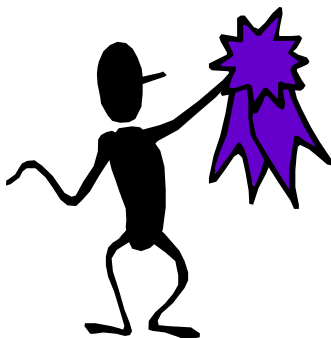
**I don't like
drawing**

Resource: Plans for the coming week - I felt good when tokens

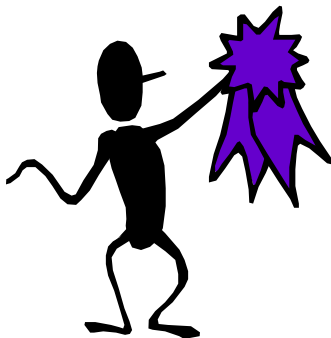
I felt good when...



I felt good when...



I felt good when...



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!

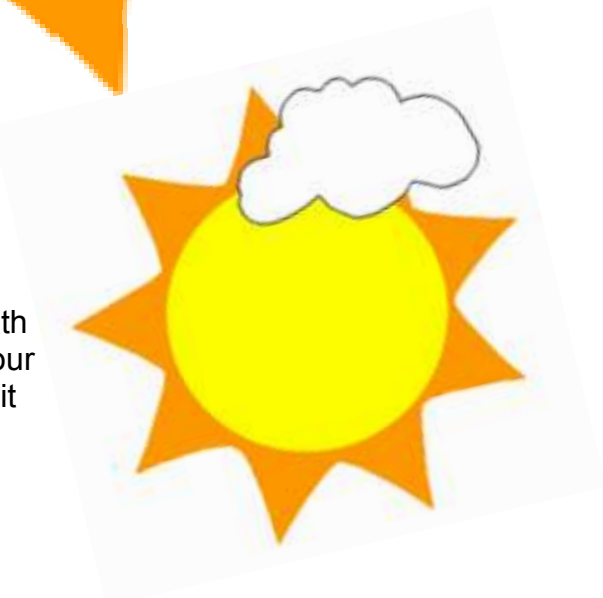


‘... The sun is heating up your body. You can feel it warming you up through your clothes, through your skin... it’s warming you right through to your muscles. Even your bones are getting hot. Your body starts to feel soft and loose.

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

Session no.: 2

Date:

Group:

Class teacher:

Facilitators:

Resources:

- Paper and crayons
- A picture in words or picture of your favourite relaxing place
- Sentence starter for written descriptor

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....' Statements

- I can begin to relax when I want to
- I can begin to understand about myself

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

relax

calm

happy

stressed

General

happy

sad

worried

anxious

angry	disappointed	relax	calm
threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			

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:

Walking around the room (page 21, silver set, key stage 2)

Get the children to walk around the room. Notice and praise those who give each other space. Get them to practise freezing so they have a routine for stopping in a fun way. Then give them descriptions of how to walk, first concrete then according to feelings, which can be linked to the topic of the group. Examples might be:

- walking silently, sliding, stamping;
- walking as if you are feeling a little/quite/very: happy, sad, scared or angry;
- walking as if you are with good friends;
- walking as if you have fallen out with friends;
- walking as if you have just given someone a compliment;
- walking as if you have been given a compliment

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?

Rounds – from tokens given in last week’s session ‘I felt good when’

This includes the follow-up actions agreed and progress with last week’s ‘I can...’ statement(s).

This is a time to enjoy the successes of the last week and to apply a solution- focused approach to exploring any difficulties which may have arisen.

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:

relax

calm

happy

stressed

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: (adapted from page 55, silver set, Key stage 2)

Paint a picture in words of my favourite place for relaxation – see, hear, smell, why etc.

Rounds –‘my favourite place to be relaxed and calm is...’

Explore the idea of a place where they find it easy to relax and feel good. Ask questions such as:

- What kind of place is that?
- How does this place make you feel?
- Where do you go if you want to feel good inside?
- Where do you go if you want to relax and calm down?

Ask the children to draw a picture of their favourite place, somewhere they feel good, calm, relaxed and peaceful. This might be an imaginary or real place. Ask the children to describe how they feel or would feel in their favourite place.

- Help the children write a word picture of their favourite place.

It might start with:

‘my favourite place is very special and when you are in my favourite place you feel very safe and peaceful and very calm.’ (ask them to think about what they see, hear and how they feel)

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:

In the week try and visualise and use your special place as a relaxation aid if you are feeling worried or anxious about anything.

When they are in the playground act as ‘playground detectives’ watch and listen carefully to what they hear in the playground

Ensure you share their tasks with the class teachers/T/A so they can help them do this

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

Relaxation:

Quiet time thinking about their special place.

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: Plans for the coming week - Playground detective



Playground Detective



Playground Detective



Playground Detective

<h2 style="margin: 0;">PROFORMA FOR GROUP-WORK SESSION</h2> <h3 style="margin: 0;">SEAL theme: Good to be me</h3>		
Session no.: 3	Date:	Group:
<p>Class teacher: _____ Facilitators: _____</p> <p>Resources:</p> <ul style="list-style-type: none"> Flip chart sheets x 2 Two body shape x 2 happy face / sad face Playground detective cards from previous session and some spares 2 Small boxes Card circles for badges, enough for 2 per child Ribbon for medals 		
<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 am worried. I know how to do something about my worry <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>happy sad worried anxious</p> <p>General</p>		

happy	sad	worried	anxious
angry	disappointed	relax	calm
threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			

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:

Rounds (adapted from page 19, silver set, key stage 2)

Read out some of ‘our worries’
I feel worried when.....
I can make myself feel better when I’m worried by.....

*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:

Discuss any comments from Playground Detective activity, if none are filled in take time to discuss and add suggestions.

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 recognise when I begin to get upset

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 3: (adapted from page 56, Good Key stage 2)

Stick body shapes to wall with a box at the foot of each.

Place filled in playground detective cards on the table and discuss how each comment would make them feel. Decide whether comments are put downs or compliments. Were incidents witnessed positive or negative, were they dealt with. How would they deal with them?

Get the children to pick a card and take it to the sad or happy child and place in appropriate box.

Give each child a medal and ask them to design a front for it relevant to them or the group. On the back write something that might make someone happy.

Thread ribbon through, give each child a spare medal to give to a friend in class who hasn't been in the group and ask them to make their own.

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:

Children should give their medals to a friend or someone in their class and someone in their family. During the next group session they should explain what happened when they gave the medals away and how they felt.

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

Relaxation:

Breathing by Numbers (Page 23, silver set, Key stage 2)

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

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

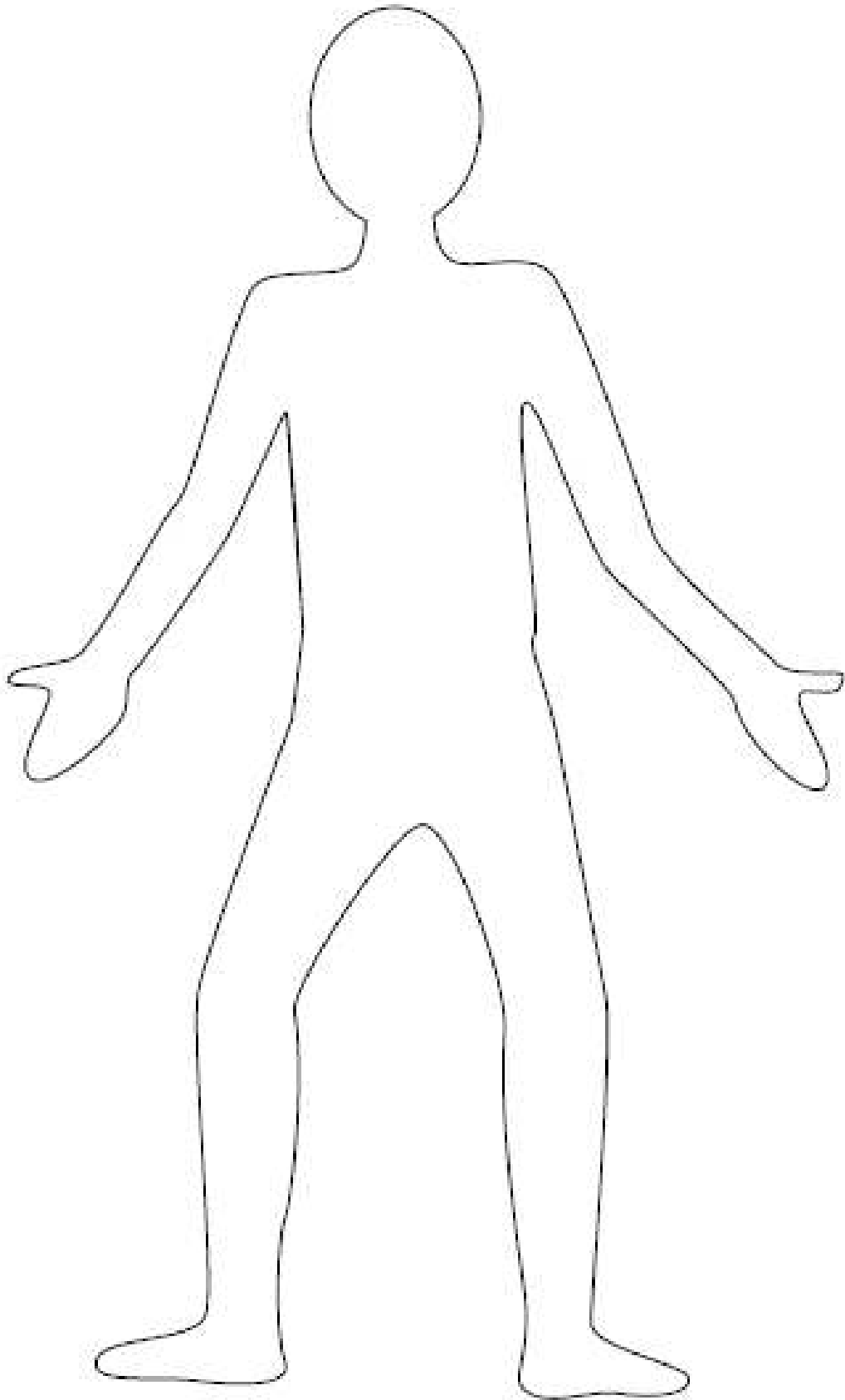
This may be guided relaxation or a quiet time.

Approaches to incorporate into session:

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

Examples: Peaceful problem-solving approach, emotional barometer

Resource: Body shape template



Resource: Medal shape templates



Planning: Session 4

<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Good to be me</h3>		
Session no.: 4	Date:	Group:
Class teacher:		
Facilitators:		
Resources: <ul style="list-style-type: none"> • Computer / interactive white board • Fight or flight PowerPoint sequence (found in SEAL CD, Good to be me, yellow resources folder or Good to be me Yellow booklet page 33 and 34) OR; • Resource: Fight and Flight – sequence pictures 1,2,3,and 4 adapted from SEAL CD, Good to be me, yellow resources folder • Large piece of paper • A white board or flip chart • Musical extracts – happy, anxious etc. List of idea can be found in the resources section of Excellence and enjoyment: SEAL CD DfES 1579-2005CD 		
Group aims (these are also referred to as the group rules): <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>		
Intended learning outcomes: ‘I can....’ statement(s) <ul style="list-style-type: none"> • I can tell you when I am beginning to get upset, anxious or fearful • I can tell you some ways to calm down if I am feeling upset, anxious or fearful • I understand why we sometimes fight or run away when we feel threatened <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: <p>Put on display ‘Resource: Key Vocabulary General’ and highlight the session’s focus words</p>		
Session		

worried	anxious	calm	threat
General			
happy	sad	worried	anxious
angry	disappointed	relax	calm
threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			

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:

Fight, Flight, flow (page 21, Good to be me Key stage 2)

The group stands inside a small circle made from rope or cushions. Someone (a group facilitator at first) stands outside the circle. Shuffle cards with characters on them and quickly call out who the character is. Choose a range of friendly or frightening ones that the children would know, generic or particular (for example a ghost, police officer, Mum, Dad, a child who bullies, a barking dog, a dragon) The person outside the circle acts the role of the character; the other children decide whether to run to the safety of the centre of the circle (flight) confront the character (Fight) Or be friendly with it (flow), (This exercise can give an opportunity to explore a range of appropriate responses to threat and discuss the feeling of being scared)

*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:

Did their friend like the medal they made them? How did it make their friend feel? How did it make them feel giving them the medal?

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 the things that make me feel frightened or upset and know what I might do about them.

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

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

Core activity: (adapted from page 57: Good to be me Key , stage 2)

Use the 'Fight and flight' sequence to remind the children of the idea of flight or flight. Ask them to think of times when children might feel like 'fighting' or 'running away'

Draw round two of the children on a large sheet of paper to make 2 child shapes. Ask the children to consider how they might feel when they are scared (or anxious). What might happen to their bodies? Write up ideas on the white board.

The children should then draw something to represent each of these physiological signs' (for example a heart beating fast might be a picture of a 'pumping heart'). The children should stick these in the correct place on the cut out body shape.

Repeat this activity to illustrate what it feels like when they are feeling happy.

Stick the two body shapes up on either side of the room. Ask the children to stand in the middle of the room. Play a bit of the music and ask them to move to the body shape they think the music makes them feel (remind them of the Walking around the room activity they did in session 2). They should move in the manner of the feeling. Take photographs of the children doing this activity. If possible, you might like to use these to talk about the feelings involved.

The children might like to take a photograph of the two child shapes to go in their memory box / bag.

This activity will focus on meeting the intended learning outcomes for the session, including the

*specific 'I can...' statement(s).
Chosen from the ideas in this booklet or your own ideas.*

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

Already completed during Core activity.

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

Plans for coming week:

Ask children to spot times over the week where they have felt like running away or fighting back. They might like to keep a record on paper to put in their box/bag.

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

Relaxation:

Breathing by numbers(adapted from page 23 silver set, key stage 2)

Get the children to try breathing by using their abdomens rather than 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 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. You can extend this to relax on the exhale using the techniques in 'Tense and loose'.

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: Fight or flight - sequence pictures 1



Long, long ago life was more dangerous than it is for most people living today.

Just imagine you lived then.

All of a sudden you see ...

Well I don't know. I'm just going to take a minute to think about this, should I run? I don't want to spoil my new bear skin loincloth - and maybe it is a friendly bear anyway ...
AAAARRRGGG!



a ferocious bear.

You need to act very quickly. You don't have time to think.

Resource: Fight or flight - sequence pictures 2



You need to be able to spot danger and run away or attack the bear very, very quickly.



If we live in a dangerous place we need to make sure that our brain tells us to move out of the way pretty quickly! Luckily the feeling part of the brain does this very well. What it does is look out for **THREATS** and tells the body very, very quickly what to do. The reason it can work so quickly is that it only has a few ideas about what to do.

Fight (get ready to fight)



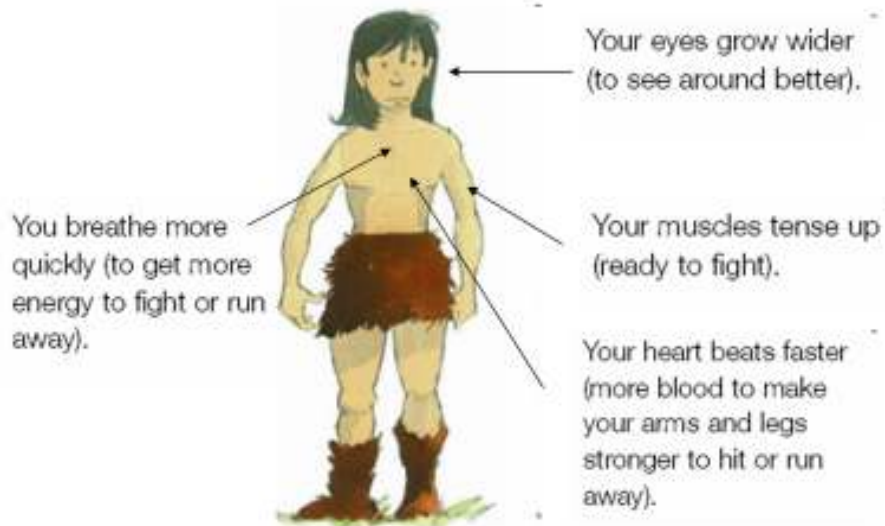
... OF ...



Flight

(get ready to run away)

The feeling part of your brain gets your body ready for action – ready for 'fight' or 'flight'. If you are not careful it stops your brain from thinking about anything else.



<h2 style="margin: 0;">PROFORMA FOR GROUP-WORK SESSION</h2> <h3 style="margin: 0;">SEAL theme: Good to be me</h3>											
Session no.: 5	Date:	Group:									
<p>Class teacher: _____ Facilitators: _____</p> <p>Resources:</p> <ul style="list-style-type: none"> A slip of paper with the name of each child and facilitator Blank cards Glitter Pens Glue Coloured paper Certificate 											
<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><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> <p>Remind children about how we behave towards each other:</p> <ul style="list-style-type: none"> I can talk about my achievements and my learning. <p>Use Group aims working skills resource to reinforce these aims routinely in the group (See Page 2)</p> <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>Session</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">happy</td> <td style="width: 25%;">proud</td> <td style="width: 25%;">hopeful</td> <td style="width: 25%;">calm</td> </tr> </table> <p>General</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">happy</td> <td style="width: 25%;">sad</td> <td style="width: 25%;">worried</td> <td style="width: 25%;">anxious</td> </tr> </table>				happy	proud	hopeful	calm	happy	sad	worried	anxious
happy	proud	hopeful	calm								
happy	sad	worried	anxious								

angry	disappointed	relax	calm
threat	threatened	hopeful	hopeless
frightened	tense	scared	stressed
proud			

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:

Children chose a warm up activity that the children have particularly enjoyed during the previous sessions.

*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

A reminder about how we behave towards each other.

Review of previous week:

Do children have any examples of times they have felt like running away or fighting back?

Allow time to feed back to the group and discuss what strategies they used to deal with these situations

*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 talk about my achievements and my learning.

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

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

Core activity: (adapted from page 60 silver set, key stage 2)

The children should take time to look through their box/bag, of things they have done during the group time. They should take turns to use the things they have, to share their experiences of being in the group.

Shuffle or mix up the name slips. Ask the children to choose a name slip and a blank card. They should make a decorated congratulations card for the person whose name is on the slip. Children should present each other with their congratulations cards. Present each child with a certificate for completing the group sessions.

The children might prepare a short presentation for the rest of their class to show them what they have learnt.

*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:

The children might prepare a short presentation for the rest of their class to show them what they have learnt.

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

Relaxation:

Allow children to chose or vote on their favourite relaxation activity from a previous week.

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

This Certificate confirms that

has taken part brilliantly in

The 'Soooo Good Skills Group'

Group Work Sessions:

- *I can work in a group with other children*
- *I can listen well when other people are talking.*
- *I can tell you things that I am good at*
- *I can recognise when I begin to get upset*
- *I can tell you some ways to calm down*
- *I can relax when I want to*
- *I know the things that make me feel frightened or upset and know what I might do about them.*
- *I can talk about what I have learned in a group*
- *I can talk about what I have enjoyed when in the group*

Signed:

Date:

