



# SEAL Small group activities exemplar

## Planning and resources

### Relationships Key Stage 1 Silver set

Theme planning and resources adapted and developed from the  
DCFS Primary Behaviour & Attendance Strategy:  
Excellence and Enjoyment:  
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## Points to note

A focus on feelings, including those associated with loss, guilt and embarrassment, may give rise to a number of potentially sensitive issues. Teachers/practitioners are advised to read the section in the guidance that deals with this issue before beginning work on this theme (see *Guidance* booklet from the whole-school SEAL resource: Appendix 3 'Guidance on the teaching of potentially sensitive and controversial issues'). They should be conscious of the need to follow the school's child protection procedures if any of the activities prompt responses from the children that give rise to concern.

It will also be helpful to carry out the staff activities associated with the theme of loss (contained in the Purple set) and to read through the preparatory material before beginning work with the children in this particularly sensitive area.

Good communication with parents/carers is a prerequisite to successful work in school on children's social, emotional and behavioural skills. When planning to work on this theme this becomes more important than ever – particularly in relation to loss. The head teacher and the person who coordinates the school's work to develop children's social, emotional and behavioural skills will need to:

- Let parents / carers know, well in advance that children will be discussing sensitive issues
- Share the materials that will be used and allow parents/carers an opportunity to raise any issues or concerns they may have
- Ask parents/cares to alert the school to any experiences their child has had that might make this area particularly difficult for them – for example, a bereavement

Finally, teachers will want to share with children (particularly those in upper Key Stage 2, where issues are tackled more explicitly) the reasons for exploring loss and other uncomfortable feelings. Stress that most children will not experience serious loss and that it is very rare indeed for a child to lose a parent or sibling, for example. Most of us experience loss of some kind, however; the work in class will help us understand and cope with our feelings, as well as understand other people's feelings and how we can help them if they are sad.

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'.



## 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.

# Our group can.....

**We can listen to others in a group**

**We can follow the rules of a group**

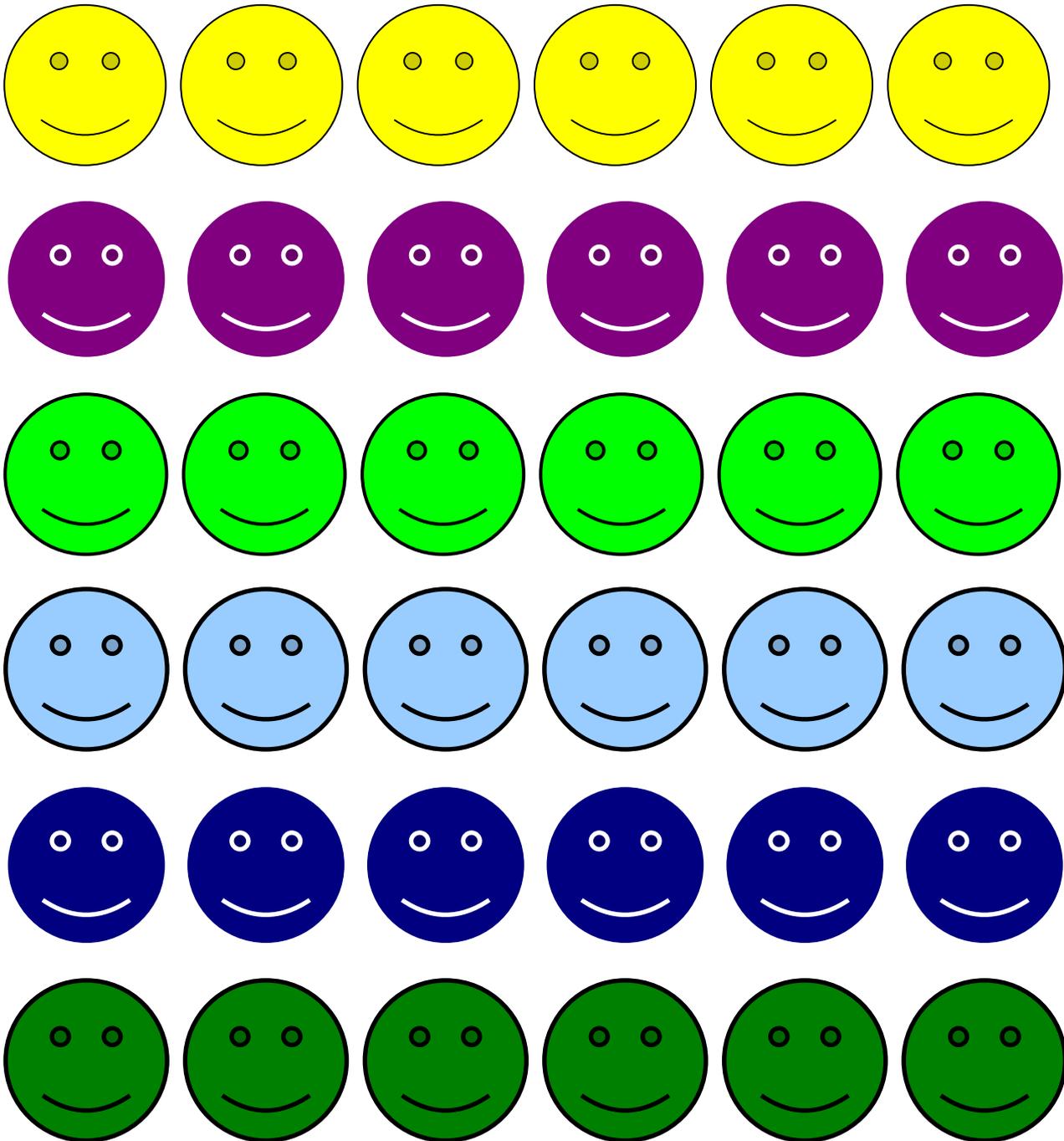
**We can work co-operatively in a group**

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

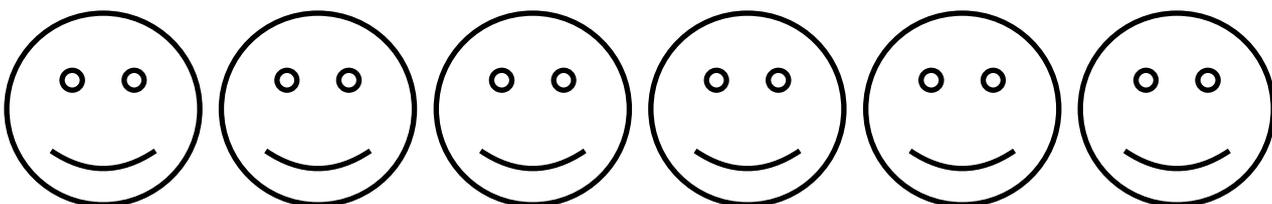
**We can share with others in a group**

**We can take turns in a group**

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

Each child makes an emotional barometer from card, using the template from the SEAL Whole-school resources, the example provided on next page (Resources: Emotional barometer) or another design if preferred.

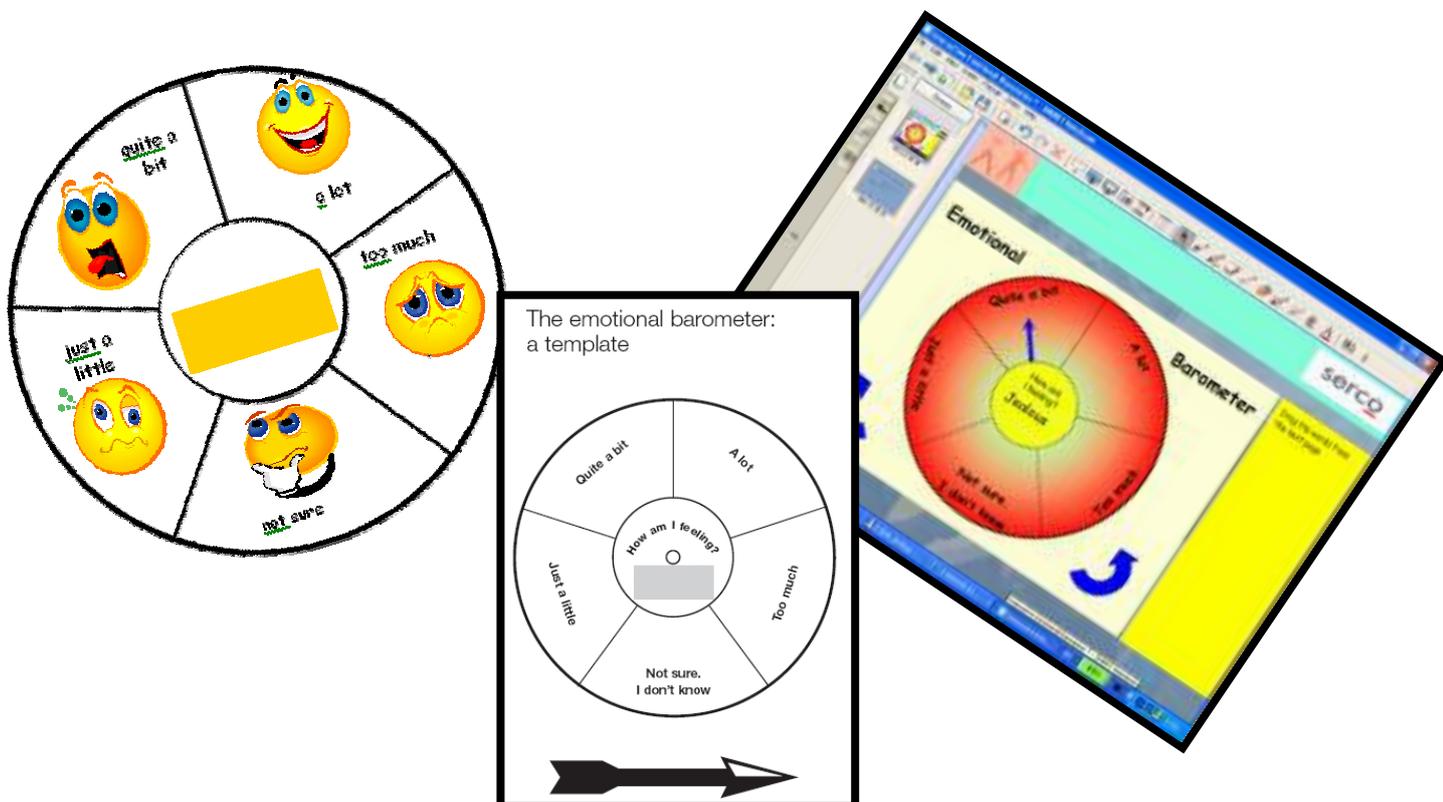
The barometer indicates the level of intensity of the feeling(s) that children are experiencing. It is a visual cue that keeps children aware of their changing emotions and allows them to record the effect of events and interactions on their mood, helping them to become self-aware and to develop empathy 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. 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 (some are written on the Resource sheet) and given to children to keep or as a 'bank' kept by an adult from which children can take or request particular cards.

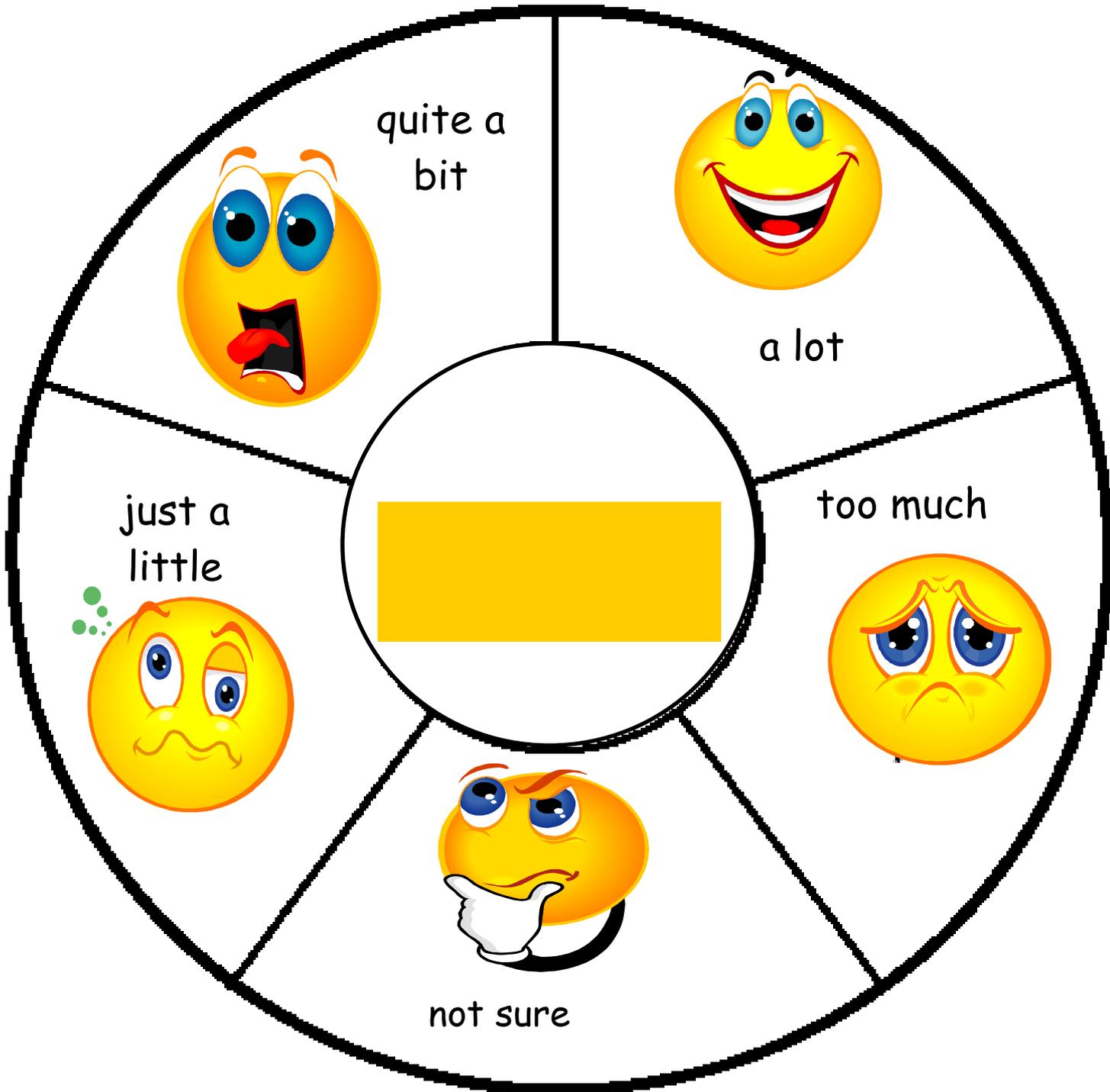
The barometers can be kept on the child's desk throughout the day, and the pointer and words changed according to the child's mood. The template can be enlarged and used as a hanging class barometer to record the mood of the class (with different children being asked to set it at different times of the day).

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



Three examples of Emotional Barometers from SEBD Team at EB, SEAL Toolkit and Interactive Whiteboard barometer available at

<https://schools.educationbradford.com/Schools/CMSPage.aspx?mid=344> in 'Additional SEAL resources'.



happy	sad	scared	angry
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Resource: 'I can' statements running throughout the theme

## Relationships – 'I Can' statements



I know the people in the group



I can make new friends



I can tell you what is fair and unfair



I can tell you when things are fair and unfair



I know some ways I can make things fair



I can think of ways to make me feel better when I feel hurt



I can make myself feel better without hurting others



I know the people who are important to me



I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me

Resource: Key Vocabulary

# Overview Of Key Vocabulary

unfair

fair

important people

happy

proud

missing

cared for

scared

angry

lonely

sad

love

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

**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: 'this is me!' worksheet
- 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)
- Resource: Review and reflection visual cues

**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)**

- We can identify rules for our group
- We can listen quietly when someone else is speaking

*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**

unfair	fair	important people	scared
happy	proud	missing	cared for
sad	angry	lonely	love

*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 and 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 and 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:

- We can identify rules for our group
- We can listen quietly when someone else is speaking

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

working together

taking turns

listening

friend

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

### **Core activity 1: (adapted from page 31, silver set, years 1 and 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.

### **Activity**

'This is me' work sheet.

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

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

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

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

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

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish; or you may wish to use the Group self review sheets.

Look at group rules again explain they will be typed up for the next session

*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:**

#### **Tense and Loose (page 44, silver set, years 1 and 2)**

Get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

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

### **Approaches to incorporate into session:**

Use emotional barometer to gauge how the children are feeling and how intense the feeling is.

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

# Check in



What kind of day have you had so far?

What are you hoping for from this session?



Resource: Check in card

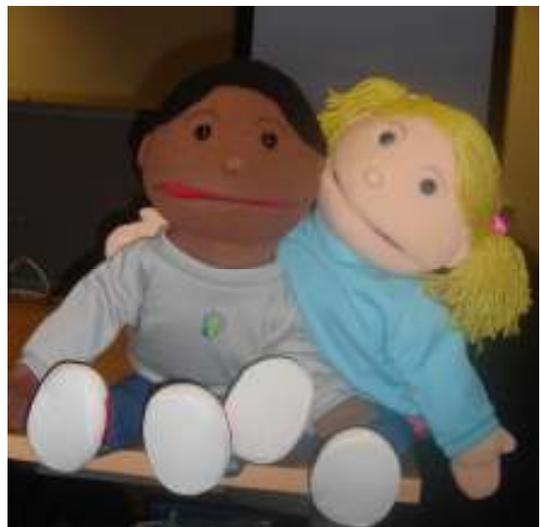


Example: Our group rules

# Our group targets

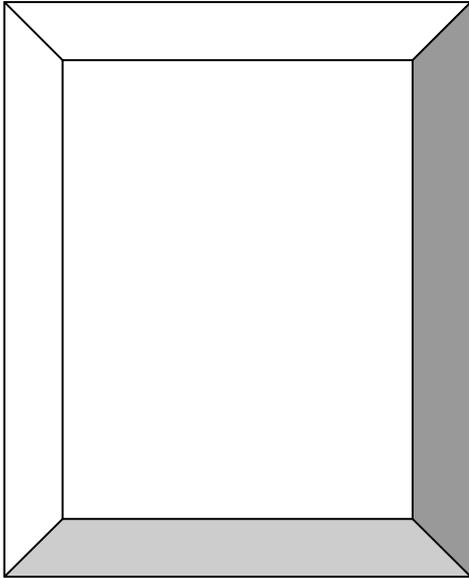


- To look at the person who is speaking
- To sit still on our chairs
- To listen carefully when someone is speaking
- To let everyone have fun
- To let people finish what they are saying before you speak



Resource: 'This is me!' worksheet

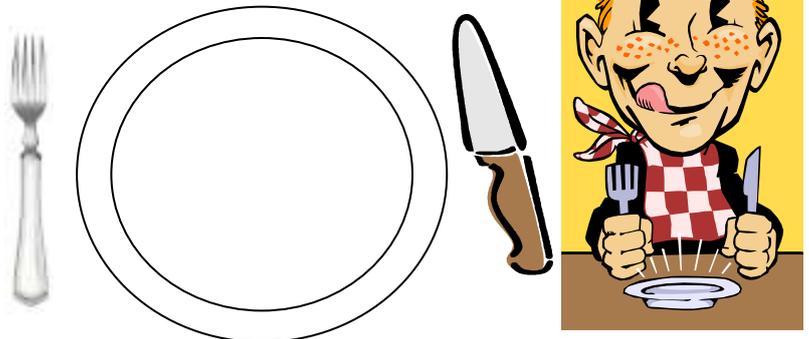
# This is me



My name is

-----

I like eating



My favourite game is

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I like playing it with

-----

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One thing I am good at...

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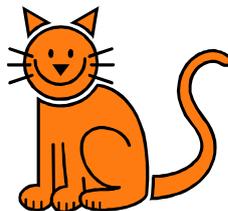
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One thing that makes me happy

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One thing that makes me sad

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# This is me



My name is

Zeb

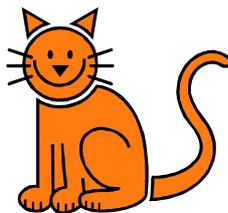
I like eating



One thing I am good at  
Playing football

My favourite game is  
tig

I like playing  
it with  
Zotty



One thing that  
makes me happy  
reading my comic

Resource: 'This is me!' worksheet



One thing that  
makes me sad  
when my mum shouts  
at me



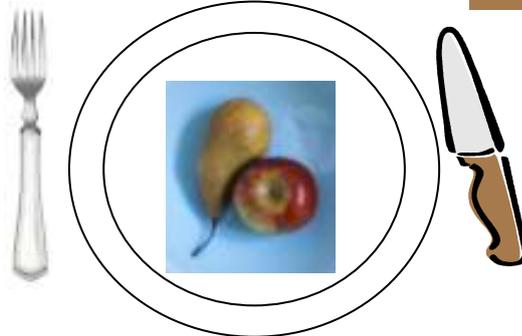
# This is me

My name is

Zotty



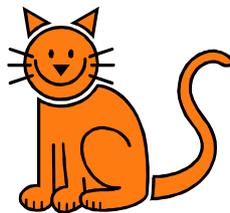
I like eating



One thing I am good at  
drawing

My favourite game is  
Snakes and ladders

I like playing  
it with  
Zeb



One thing that  
makes me happy  
is playing games  
with my friends



One thing that  
makes me sad  
is when I fall and  
hurt myself

Resource: Working Together

# Working Together

Resource: Group name

**Our group name...**

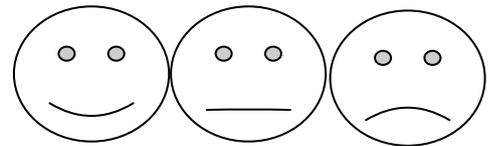
## Group Aims Self-Review Checklist - ‘Working together’

	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

# Group aims self-review checklist - 'Working together'



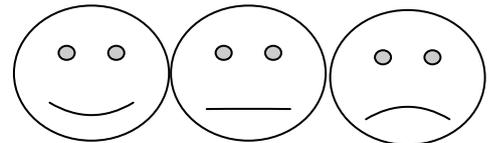
Did we listen to others?



Did we work cooperatively?



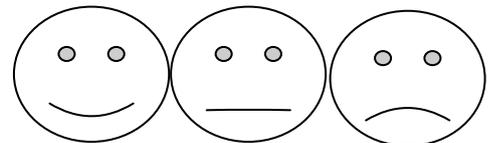
Did we look and sound  
friendly?



Did we share with others?



Did we take turns?



Did we follow our  
group aims / rules?



Did we achieve our  
'I can' statements



**Great**



**Not sure**



<h2 style="margin: 0;">PROFORMA FOR GROUP-WORK SESSION</h2> <h3 style="margin: 0;">SEAL theme: Relationships</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>Zeb and Zotty</li> <li>Board game and appropriate playing pieces set out to suit your group</li> <li>Large dice</li> <li>Old pictures or birthday cards cut in half – enough for the group to have a half each</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 agreed during the last session</li> </ul> Use Group aims working skills resource to reinforce these aims routinely in the group (See Pg 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 follow the rules of a game</li> <li>I know about playing fairly and unfairly</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>  <table style="width: 100%; border: none;"> <tr> <td colspan="4"><b>Session</b></td> </tr> <tr> <td style="width: 25%;">fair</td> <td style="width: 25%;">unfair</td> <td colspan="2"></td> </tr> <tr> <td colspan="4"><b>General</b></td> </tr> <tr> <td>unfair</td> <td>fair</td> <td>important people</td> <td>scared</td> </tr> <tr> <td>happy</td> <td>proud</td> <td>missing</td> <td>cared for</td> </tr> <tr> <td>sad</td> <td>angry</td> <td>lonely</td> <td>love</td> </tr> </table> <p><i>The key vocabulary focused on each session, relating to the theme.</i></p>				<b>Session</b>				fair	unfair			<b>General</b>				unfair	fair	important people	scared	happy	proud	missing	cared for	sad	angry	lonely	love
<b>Session</b>																											
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sad	angry	lonely	love																								

**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; the pupils then have to find the matching picture.

**Secret Writing**

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

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

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

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

Remind children about how we behave towards each other:

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

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

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

**Review of previous week:**

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

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

*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 :**

This session is designed to help the children get to know each other and to check they understand the concept of a simple board game. The game should be played at least twice. The first time is to check the children's understanding of the conventions of playing a game. For the first game the puppets act as the players. Divide the group into two teams, a team for Zotty and a team for Zeb. The purpose of the game is to reach the home square as quickly as possible. The children should take it in turns to throw the dice and to move Zotty or Zeb. If they land on a star square they should go forward two spaces. If they land on a barrier square they should go back two spaces.

The game should be repeated. This time the children should be in pairs. One should move throw the dice and the other should move the piece.

Discuss did we play fairly? What did we see when we were playing fairly? What would be unfair?

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims or they could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

### **Plans for coming week:**

Play a board game at home or at school

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

### **Relaxation:**

#### **Tense and Loose**

Get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

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

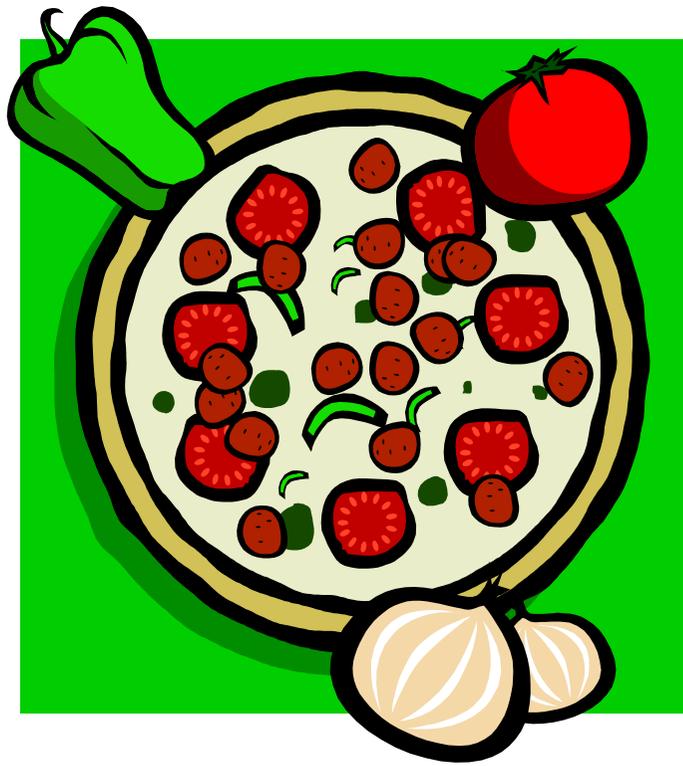
### **Approaches to incorporate into session:**

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 – find your match

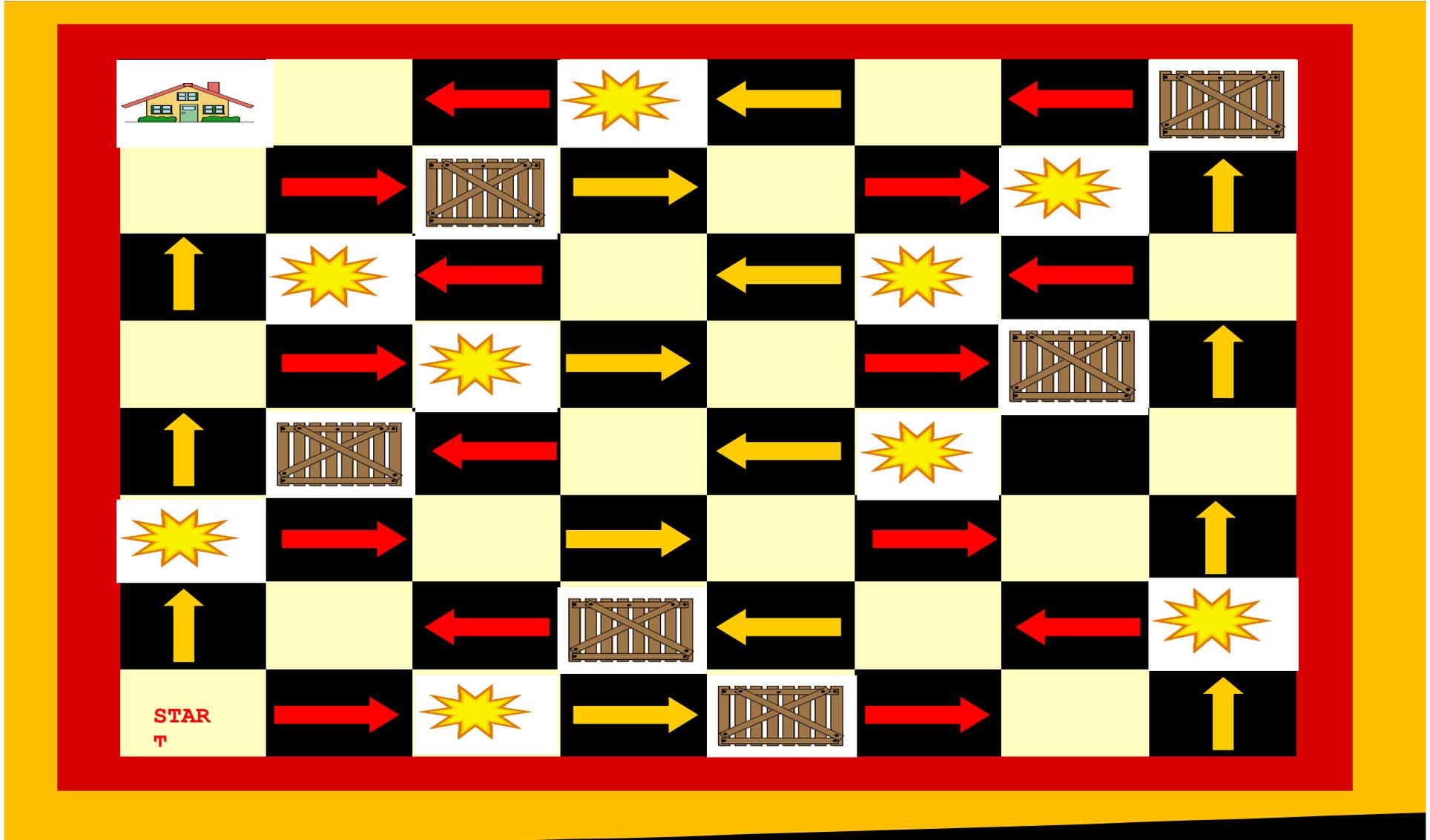
# Find Your Match



Resource: main task – Zotty and Zeb's star

game

# Zotty and Zeb's Star Game



Resource: main task – Zotty and Zeb playing pieces

## Playing Pieces



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

**Session no.:** 2

**Date:**

**Group:**

**Class teacher:**

**Facilitators:**

**Resources:**

- Zeb and Zotty
- Board game (as session 1) and appropriate playing pieces set out to suit your group
- Large dice

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

Remind children about how we behave towards each other:

- To follow the rules of the group

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

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

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

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

- I can tell you what is fair and what is unfair
- I can tell you when I think things are fair or unfair
- I know some ways I can make things fair

*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**

fair	unfair	proud
------	--------	-------

**General**

unfair	fair	important people	scared
happy	proud	missing	cared for
sad	angry	lonely	love

*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:**

#### **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.

#### **Secret Writing**

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

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

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

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

Remind children about how we behave towards each other:

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

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

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

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

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

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

**Plan for today's session:**

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

- I can tell you what is fair and what is unfair
- I can tell you when I think things are fair or unfair
- I know some ways I can make things fair

Introduce the key vocabulary to the group for this session, highlighting it on the Resource: Key Vocabulary

*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:**

You should take control of Zotty. Use the game and rules in session 1. The other children should work in pairs, one throwing the dice while the other moves the piece. Zotty should cheat in as many ways as you can think of. For example, she might pretend she has thrown a three when she has only thrown a one. She might count incorrectly between the spaces and avoid barrier cards and she might take other people's turns. The children should discuss what they should do when Zotty cheats and decide on a suitable consequence. Encourage them to think about what it feels like when someone cheats.

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish or the children could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

**Plans for coming week:**

The children should look out for something that they didn't think was fair during the week and tell their teacher or the group by saying

"It wasn't fair when..."

"It would be fair if..."

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

**Relaxation:****'Tense and Loose'**

Get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

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

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

<h2>PROFORMA FOR GROUP-WORK SESSION</h2> <h3>SEAL theme: Relationships</h3>		
<b>Session no.:</b> 3	<b>Date:</b>	<b>Group:</b>
<b>Class teacher:</b>		
<b>Facilitators:</b>		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• Zeb and Zotty</li> <li>• Board game from previous sessions and appropriate playing pieces set out to suit your group</li> <li>• 'Feeling lonely' star cards</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 listen to others in a group</li> <li>• We can work cooperatively in a group</li> <li>• We can look and sound friendly to others in a group</li> <li>• We can share with others in a group</li> <li>• We can take turns in a 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 think of ways to make me feel better when I feel.</li> <li>• I can make myself feel better without hurting others.</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>Put on display 'Resource: Key Vocabulary General' and highlight the session's focus words</p>		
<b>Session</b>		
lonely	missing	happy      sad
<b>General</b>		
unfair	fair	important people
scared	happy	proud

missing                      cared for                      sad  
angry                          lonely                              love

*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:**

#### **‘Secret Writing’**

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

*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 think of ways to make me feel better when I feel.
- I can make myself feel better without hurting others.

Introduce the key vocabulary to the group for this session, highlighting it on the Resource: Key Vocabulary.

*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 and Zeb are both feeling lonely. They have just come to a new town. The children are going to help them to play the game.

Divide the group in to two teams, one for Zotty and one for Zeb. The children take it in turns to help Zotty and Zeb to play the game.

Tell the children we are using different rules for the game today. The new rules are:

If they land on a star square they should take a star card and read the card to the team. The team should help Zotty and Zeb to choose what to do. If you think this is a good suggestion they can move on to the next square. If you don't think it would work suggest the difficulties with the idea and ask the other team for an idea. If the opposite team can think of a good idea they should move on to the next square. Once used, the 'Feeling Lonely' star cards should be placed at the bottom of the pile and might be reused.

If the children land on a barrier square they have to go back to where they started their go.

If you do not think the game format is appropriate for your group you could place the cards in the middle of the circle and the children should take turns to pick them up and offer a way of responding to the situation.

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish or the children could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

### **Plans for coming week:**

The children in each team should make sure that they talk to a member of their team each day. The class teacher should provide opportunities for this and give them feedback

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

### **Relaxation:**

#### **Tense and Loose**

Get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

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

**Approaches to incorporate into session:**

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

## Feeling lonely star cards – What should you do?

Your best friend  
is away from  
school and you  
don't know who  
to play with.

You have just come  
to a new school. The  
girl the teacher has  
asked to look after  
you leaves you alone  
in the play ground

You are staying  
with your Gran.  
You can't sleep  
because you are  
feeling lonely.

You lose your  
favourite toy

Your Dad is  
supposed to be  
picking you up  
from school. He  
is late.

Your teacher is  
away from school.  
You are stuck with  
your work and the  
new teacher looks  
cross.

Resource: Feeling Lonely Star Cards

Your Mum is looking after your brother in hospital. You have to go to a neighbour - you feel sad & lonely

One of the children in your new school is having a party – you don't get invited

You forget your packed lunch

You break your sister's new toy.

You've invited a friend for tea. Its beef pie but your friend doesn't eat meat

You've gone to a friend's to play. You've had dinner but her Gran has made a special dinner for you.

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

Session no.: 4

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- One copy for each child of the 'Describing My special person' worksheet
- One copy for each child of the 'My Special Person' sheet copied onto card
- A large dice
- Coloured pens (make sure you have pens that can be used for hair colour and face colour)
- Sentence completion cards

**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 know the people who are important.

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

**Key vocabulary:**

important people

cared for

love

lonely

**General**

unfair

fair

important people

scared

happy

proud

missing

cared for

sad

angry

lonely

love

*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:****‘Secret Writing’**

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

**‘Extension’**

Let the children begin writing simple CVC words on their partners back

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

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

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

Remind children about how we behave towards each other:

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

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

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

**Review of previous week:**

How did the teams do at talking to each other over the 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

- I know the people who are important.

*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:**

Each child should think of a person who is important to them – they might be a member of their family or it might be a friend or someone at school.  
Using the 'Describing My Special Person' worksheet ask the children to think about their special person then write their name on the sheet and colour in their eyes, hair and clothes.

Give each child a 'My special person' sheet. They should draw eyes, hair and clothes on the person to represent their special person.

The numbers should remain visible.

To finish the activity you might like to use the sentence completion cards as a round. The children take it in turns to finish the sentence.

The special person sheet should then be photocopied in colour in preparation for the next session.

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish or the children could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

**Plans for coming week:**

Give the children a copy of the sentence completion cards. They should ask their special person or someone at home how the sentences should be finished.

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

**Relaxation:**

'Tense and Loose'

Using the Relaxation picture get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

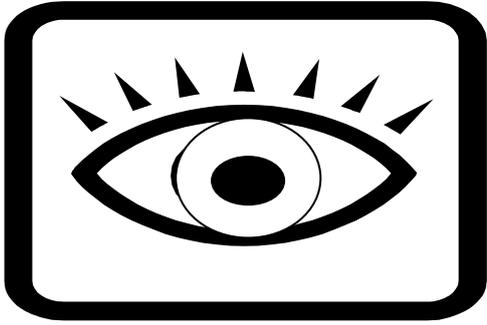
*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

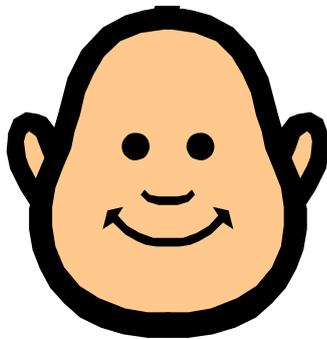
Use of reflection techniques to review previous work carried out.

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

# My special person has.....



eyes



hair



clothes

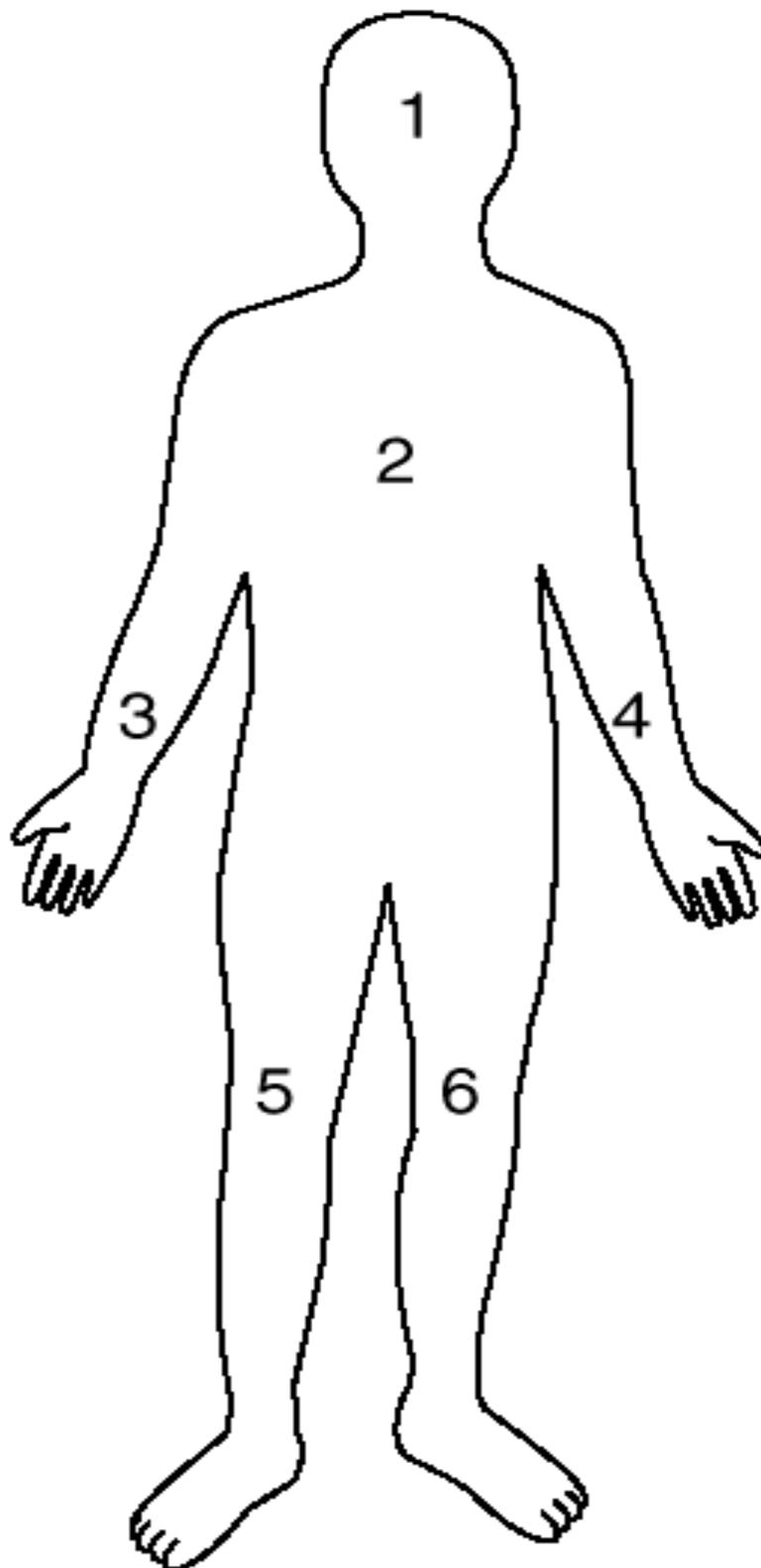


# Their name is



Resource: 'My Special Person' worksheet

## My Special person



## Sentence completion cards

<p>I like it when my special person</p> <p>.....</p> 	<p>My special person likes</p> <p>.....</p> 
<p>I like playing... with my special person</p> 	<p>My special person laughs when.....</p> 
<p>My special person has.....</p> 	<p>My special person is sad when.....</p> 
<p>My special person is special because.....</p> 	<p>My special person is cross when.....</p> 

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

Session no.: 5

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- The copy of their special person and the original from session 4
- A large dice
- Sentence completion cards from session 4

**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 know the people who are important

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

**Key vocabulary:**

important people

cared for

love

lonely

**General**

unfair

fair

important people

scared

happy

proud

missing

cared for

sad

angry

lonely

love

*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:**

#### ‘Secret Writing’

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

#### ‘Extension’

Let the children begin writing simple CVC words on their partners back

*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:**

Was anybody surprised by the replies to their sentence completion cards they took home to ask their family?

*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

- I know the people who are important to me

*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: 5**

Explain that today's game will be about the special people in their lives. It is not a board game this time.

The children should cut out their photocopied 'My Special Person' sheet into a head, arms, legs and body (they should end up with the body cut into 6 pieces). The children should take it in turns to throw the dice. They should take a body part that corresponds with what number they have thrown. The winner is the first one to make his or her own special person. You can have the original sheets out next to the children to help them build up their special person. To finish the activity you might like to use the sentence completion cards from the last session as a round. The children take it in turns to finish the sentence.

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish or the children could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

**Plans for coming week:**

Give the children a copy of the sentence completion cards. They should ask their special person or someone at home how the sentences should be finished.

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

**Relaxation:****Tense and Loose**

Get the children to tense and relax using different parts of the body. Say:  
'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

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

**Approaches to incorporate into session:**

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

## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

Session no.: 6

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- Zotty and Zeb
- Board game from session 1 and appropriate playing pieces set out to suit your group
- A large dice
- 'Feelings' star cards
- A3 feelings sheet
- Pictures from magazines or the SEAL resources folder to show core feelings – two of each feeling
- A copy of the Happy and Proud record for each child

**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 talk about my feelings when I feel alone or when I have to share someone or something that is important to me.

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

**Key vocabulary:**

angry	happy	sad	scared
<b>General</b> unfair	fair	important people	scared
happy	proud	missing	cared for

sad

angry

lonely

love

*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:**

#### **'Secret Writing'**

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

#### **'Extension'**

Let the children begin writing simple CVC words on their partners back.

*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:**

Has any one got any thoughts they wish to share from our work last 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

- I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.

*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:**

Give the children a feeling – one of the magazine or SEAL pictures. There should be two children with the same feeling. The children should find their partner (one with the same feeling) without talking.

The children are going to play the game in these pairs.

Before starting the game ask the children to thought shower some feelings. Write these on the A3 sheet. You only need three or four to get started.

When children land on the star square they pick up a 'Feelings' star card. Read the card. They then have to think of and say how they might feel in the situation on the card. If they think of an appropriate feeling they can stay on their star square. Write the feeling on the sheet. If they can't think of a feeling they have to go back a square (but provide help or ask the rest of the group for help when appropriate). If they think of a feeling that hasn't been used in the game before they can move on 1 additional square.

If they land on a barrier they have to chose a feeling from the sheet and read it out. They should then show what it looks like. If they do this they can go forward to the next star square. If they can't show the feeling encourage the group the group to help them. They then stay on the barrier square.

*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):**

Ask the children to sit in a circle. Go through the aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims, use the visual cues if you wish or the children could complete Group Aims self-review checklist – 'Working Together' (use either example)

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

**Plans for coming week:**

Each child should take a Happy and Proud record sheet. They should give it to their class teacher who should help them record a time when they have shown the feeling happy or proud.

These should be brought back for the groups next session.

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

**Relaxation:**

**Breathing by Numbers:**

'Tense and Loose'-

Use Relaxation picture

Get the children to tense and relax using different parts of the body.

Say:

'Laying on your back, feel the floor touching your body. I will name a part of your body (check the children know these) and then tell you to squeeze and tense it as hard as you can. You should feel that part become hot and tired. When I say relax, stop tensing and feel it become limp, floppy and calm. Try to just work on that one part. We will work on different parts as we go.'

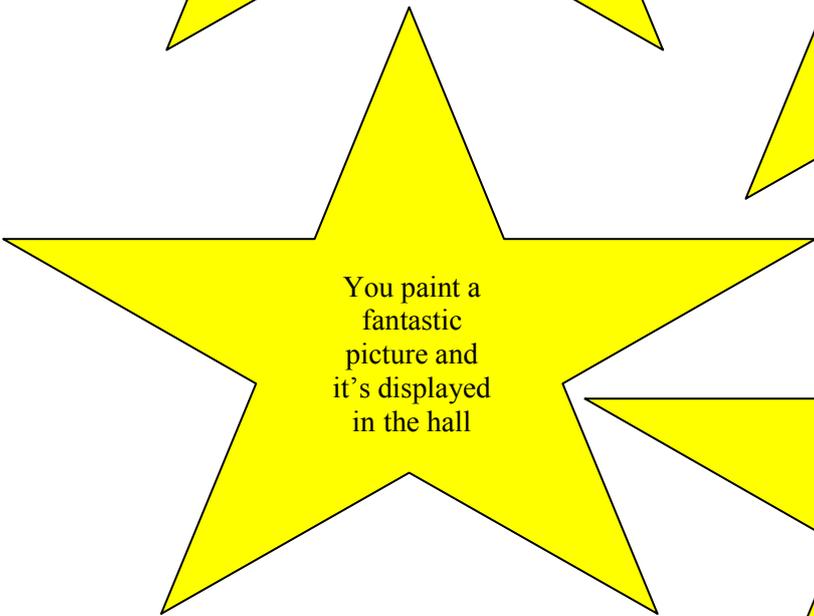
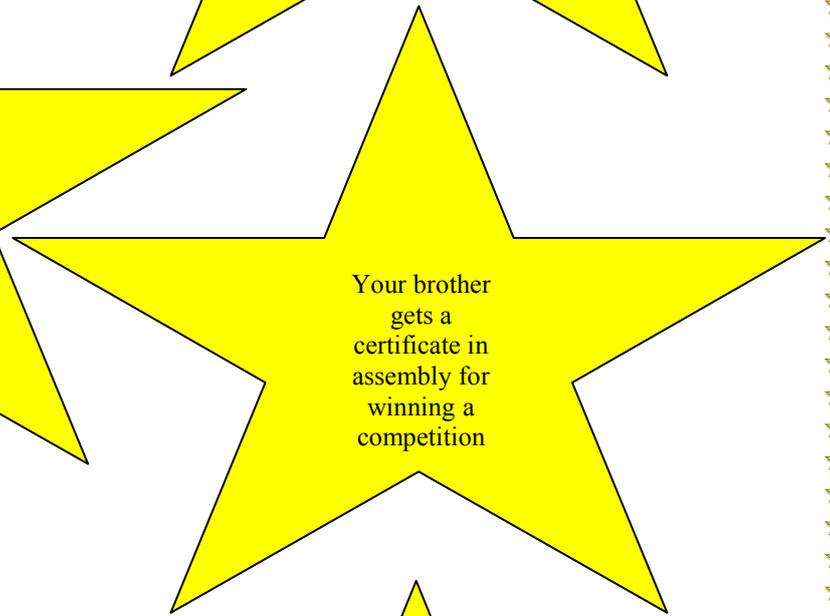
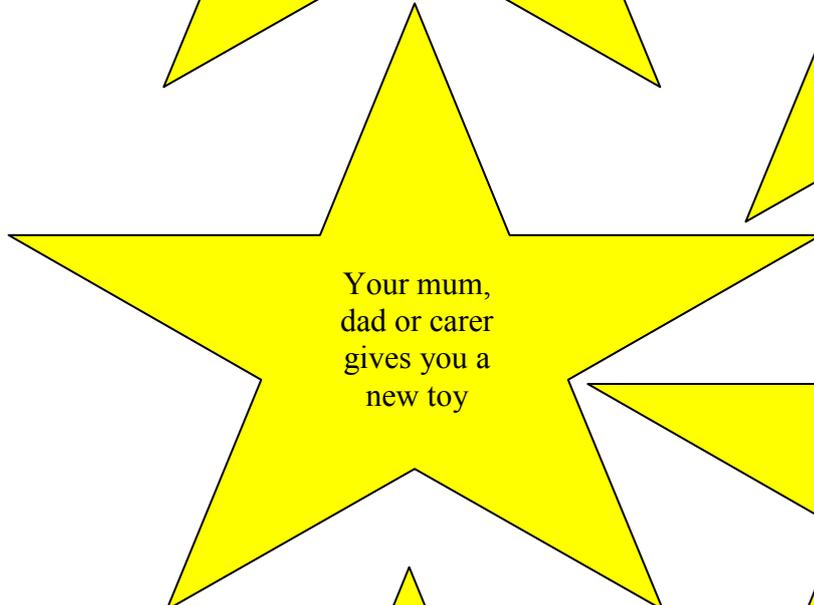
*This may be guided relaxation or a quiet time.*

**Approaches to incorporate into session:**

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

Resource: Feelings Star cards

# Feelings Star Cards



Resource: Feelings Star cards

Your baby  
brother  
comes up  
and gives  
you a kiss

Your brother  
takes your  
favourite toy  
and loses it

Your mum,  
dad or carer  
reads you a  
story

You are  
playing  
with your  
best friend  
at home

Your mum,  
dad or carer  
gives you a  
hug

Your mum,  
dad or carer  
says you are  
moving to a  
new school

## Happy and Proud Record Sheet

Name

I felt proud when



I felt happy when



## PROFORMA FOR GROUP-WORK SESSION

### SEAL theme: Relationships

Session no.: 7

Date:

Group:

**Class teacher:**

**Facilitators:**

**Resources:**

- Happy and Proud record sheets from their class
- Evaluation work sheet
- Certificate for each child

**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 p2)

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

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

- I can tell you the times I have felt happy and proud
- I can tell you what I have enjoyed in these group sessions

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

**Key vocabulary:**

happy

proud

celebrate

**General**

unfair

fair

important people

scared

happy

proud

missing

cared for

sad

angry

lonely

love

*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:**

#### **‘Secret Writing’**

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

#### **‘Extension’**

Let the children begin writing simple CVC words on their partners back.

*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

- I can tell you the times I have felt happy and proud
- I can tell you what I have enjoyed in these group sessions

*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:**

Ask the children to share their Happy and Proud record sheets they have completed with their class teacher over the last week.

Talk about the activities the group have worked on over the last few weeks – what have they enjoyed, what have they learnt?

Ask them to complete the evaluation worksheet. Celebrate how well the group have done and present them with their certificates.

*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. Sat '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:**

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

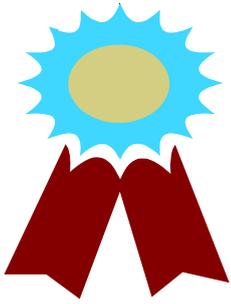
Resource: Evaluation sheet. Three things I've enjoyed

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

1.

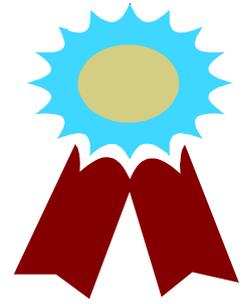
2.

3.



*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 talk about my feelings when I feel alone or when I have to share someone or something that is important to me.*
- *I know the people who are important to me*
- *I can tell you the times I have felt happy and proud*
- *I can tell you what is fair and what is unfair*
- *I can tell you when I think things are fair or unfair*
- *I know some ways I can make things fair*

Signed:

Date:

