



SEAL Small group activities

Planning and resources

Relationships

Key Stage 2 – Silver Set

This booklet has been developed from the curriculum resource

Theme planning and resources adapted and developed from the
DCFS Primary Behaviour and 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, for use during circle time round activities. Individuals holding this object know it is their chance to talk and for others to listen.



Explanation: Whole group aims working skills resource

Whole group aims working skills resource

What does it look like?

There are 2 sheets in the resource:

1. Resource: Group aims working skills master – Our group can...



2. Resource: Group aims working skills – Smiley face target tokens



What is it for?

The Whole group aims working skills System has been developed by the team as an on the spot reward for individuals within the group to help reinforce and embed the whole group aims and so remind children how we behave towards each other. They are also a useful tool to help the group to be able to reflect on areas in which they have done well, and those on which they may wish to focus 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 coloured smiley faces. When you notice a child using skills that fulfil the Group aims they are awarded the appropriate coloured smiley face. The faces can be printed in colour and laminated, or printed in black and white onto the corresponding coloured paper/card.

Resource: Group aims working skills master – Our group can...

Our group can....

We can listen to others in a group

We can follow the rules of a group

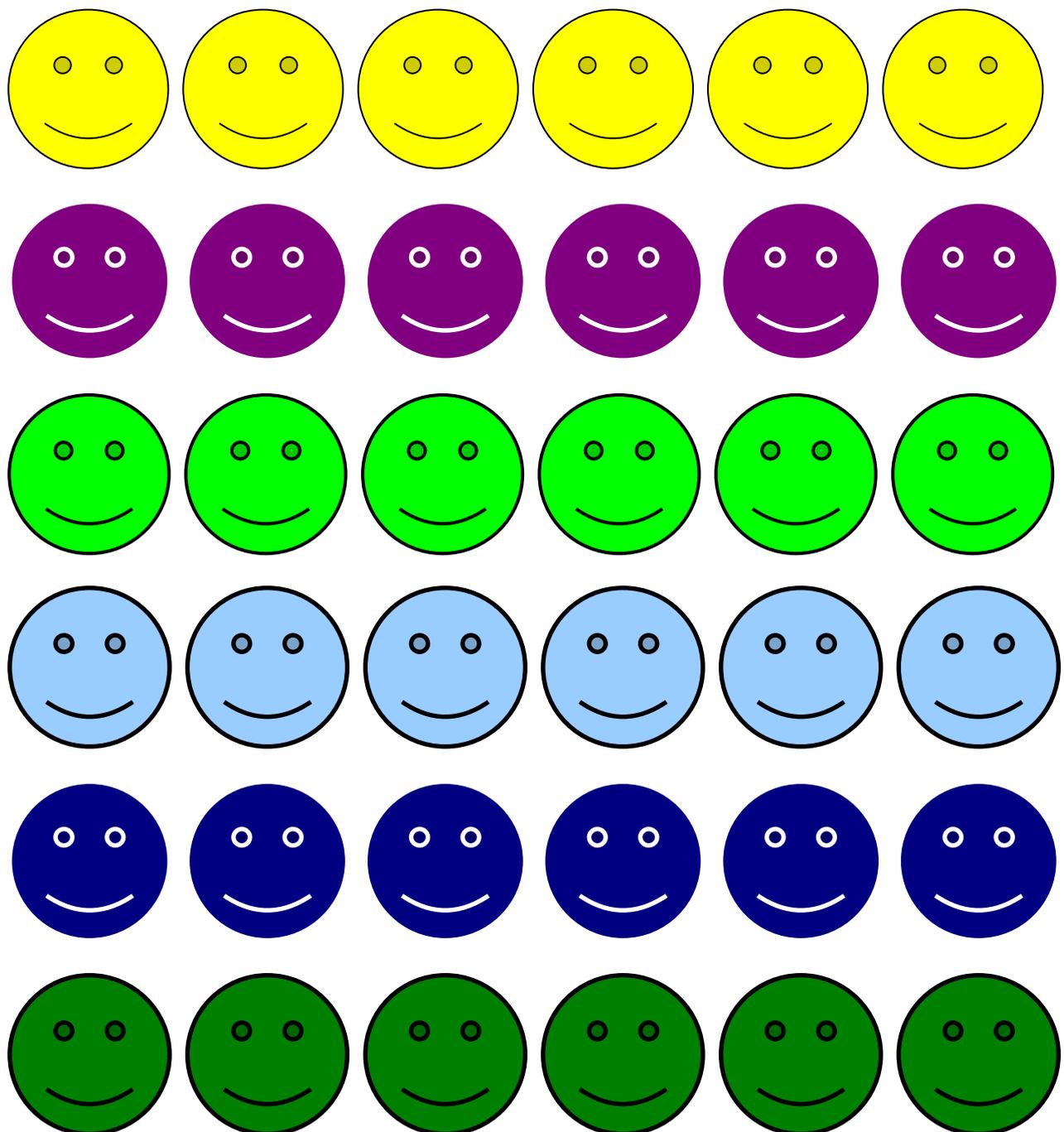
We can work co-operatively in a group

We can look and sound friendly to others in a group

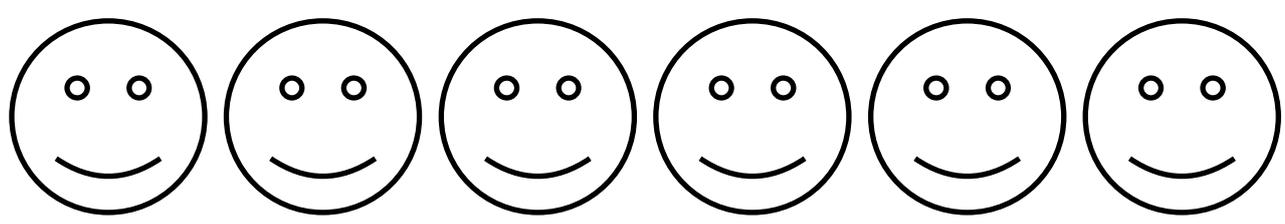
We can share with others in a group

We can take turns in a group

Resource: Group aims working skills – smiley face target tokens
Colour co-ordinated to match the statements on the
Resource: Group aims working skills master – Our group can...



Blank for you to copy and print onto coloured paper to match the statements on the
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 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.

Resource: Key vocabulary

Key Words

co-operate

sharing

taking turns

listening

guilty

blame

success

ashamed

fault

guilty

choice

love

miss

celebrate

celebration

make amends

Pro forma for group work session

SEAL theme: Relationships Key Stage 2

Session: Introductory session

Date:

Group:

Class teacher:

Facilitators:

Resources:

- Digital camera (use this throughout the session to record the group working well together for the group's display)
- Saying "hello" pen picture
- Find your match cards
- Pens
- Stickers for names
- Check in card
- Shell or other talking object for rounds
- Working together sheet (printed A4 or A3)
- Group Name sheet (printed A4 or A3)
- Group aims self review checklist – Working together (use either example)
- Group aims working skills master – Our group can... (to be laminated and used for each of the group work sessions)
- Picture for relaxation script
- Relaxation – Melting in the sun script

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 the children about how we behave towards each other:

- 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.

The group aims working skills resource can be used routinely in the sessions to reinforce these aims and to remind the children about how we behave towards each other.

*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 to create a group name and group rules.

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

Key vocabulary:**Session:**

co-operate	sharing	taking turns	listening
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General:

co-operate	sharing	taking turns	listening
guilty	blame	make amends	ashamed
fault	choice	love	miss
celebrate	celebration	success	

The key vocabulary is focussed on in each session, relating to the theme.

Welcome and check in:

- Facilitators talk to the children about confidentiality.
- Give each child a sticky label for their name.
- Display the check in visual prompt.
- Facilitators give the check in card to a child to pass on as an indicator of the child's turn to speak.
- Whilst the child holds the card, the facilitator will welcome and greet each child, and prompt them to speak.

Each child will aim to say something, for example:

- some good news
- how their day has been so far
- a hope for the future.

Warm up activities:**Find your match:**

Use the match cards included or collect any pairs of objects (knife and fork, pencil and sharpener, connecting construction pieces) or half pictures (old Christmas cards, simple coloured card). Issue one item to each child and ask them to find the child with the matching object or picture.

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

The children may develop a favoured routine for these.

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

As this 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 the 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-focussed 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 to create a group name and group rules.

Introduce the key vocabulary to the group highlighting it on the key vocabulary resource for this session:

co-operate sharing taking turns listening

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:****Circle round activity:**

Pass the shell around the group asking the children to say what they think helps a group work well together. Scribe their ideas on the 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 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.

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

Show the 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.

Give a token to any child you notice following the group aims.

2. Group name:

Tell the children they need to think of a name for their group. Encourage problem solving skills such as voting, compromising and talking to help decide on a name together. Write the name chosen on the group name sheet and display.

3. Saying "hello" pen pictures

Explain to the children that the group is going to make a special drawing together. Each person in the group has a different coloured pen and the paper is in the centre of the group. The group creates the picture together by taking their pen for a walk on the paper. When their pen touches someone else's pen they should say "hello" to that person.

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

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

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

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

Group aims self review checklist:

Ask the children to sit in a circle. Go through the group aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims or use the group aims self review checklist to review what the group have done and 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 the coming week:

Tell the group that the group rules will be typed up and laminated ready for next session.

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

Relaxation:

Melting in the sun:

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 (show them the picture of the beach). 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 and opens slightly. 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 the session:

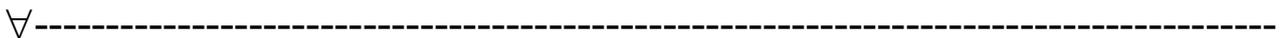
Use of peaceful problem solving when deciding upon a group name and scaling resources for reflection on the group aims during the self review section.

Check in



What kind of day
have you had so far?

What are you hoping for
from this session?

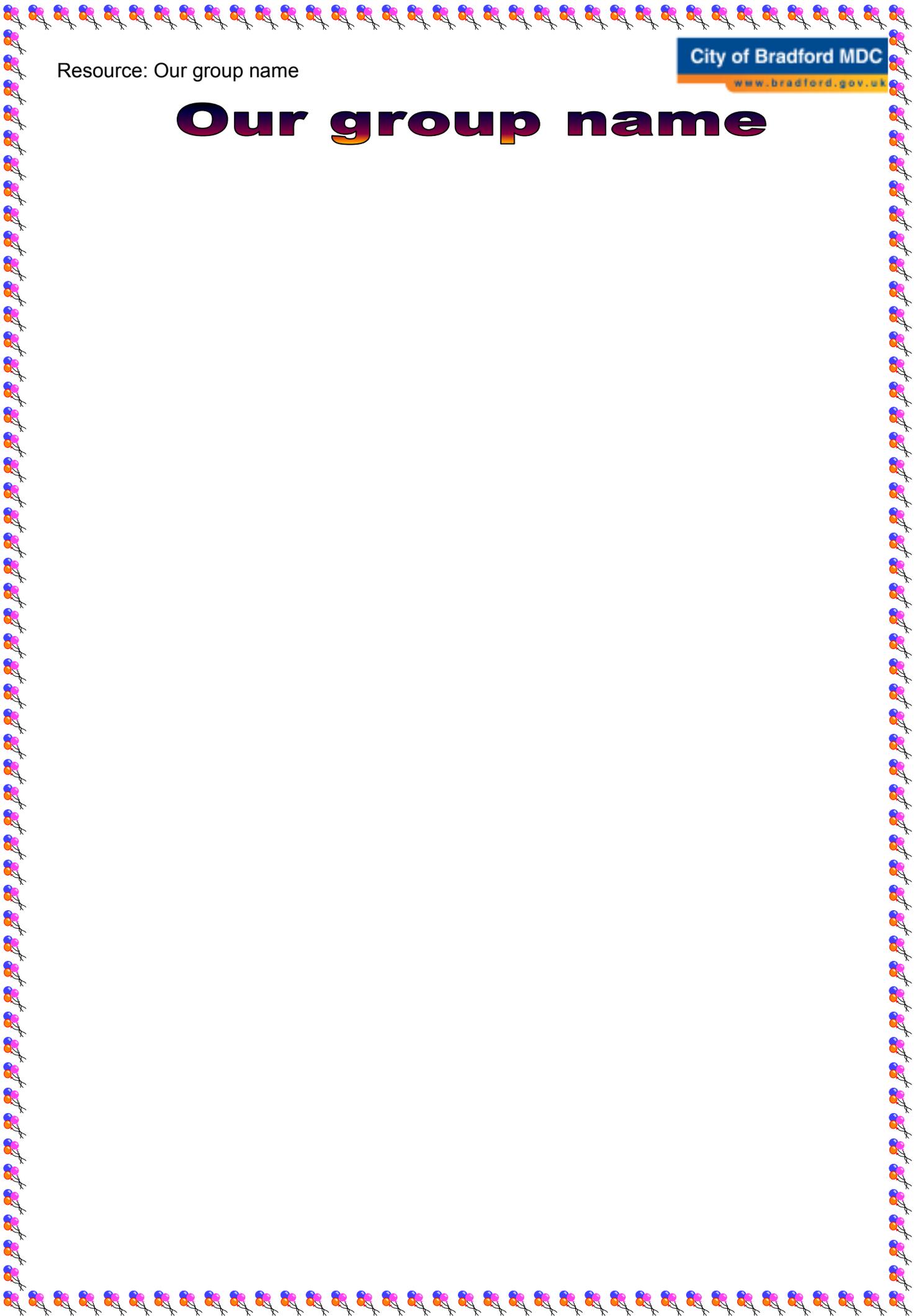


Resource: Check in card



Resource: Working together

Working together

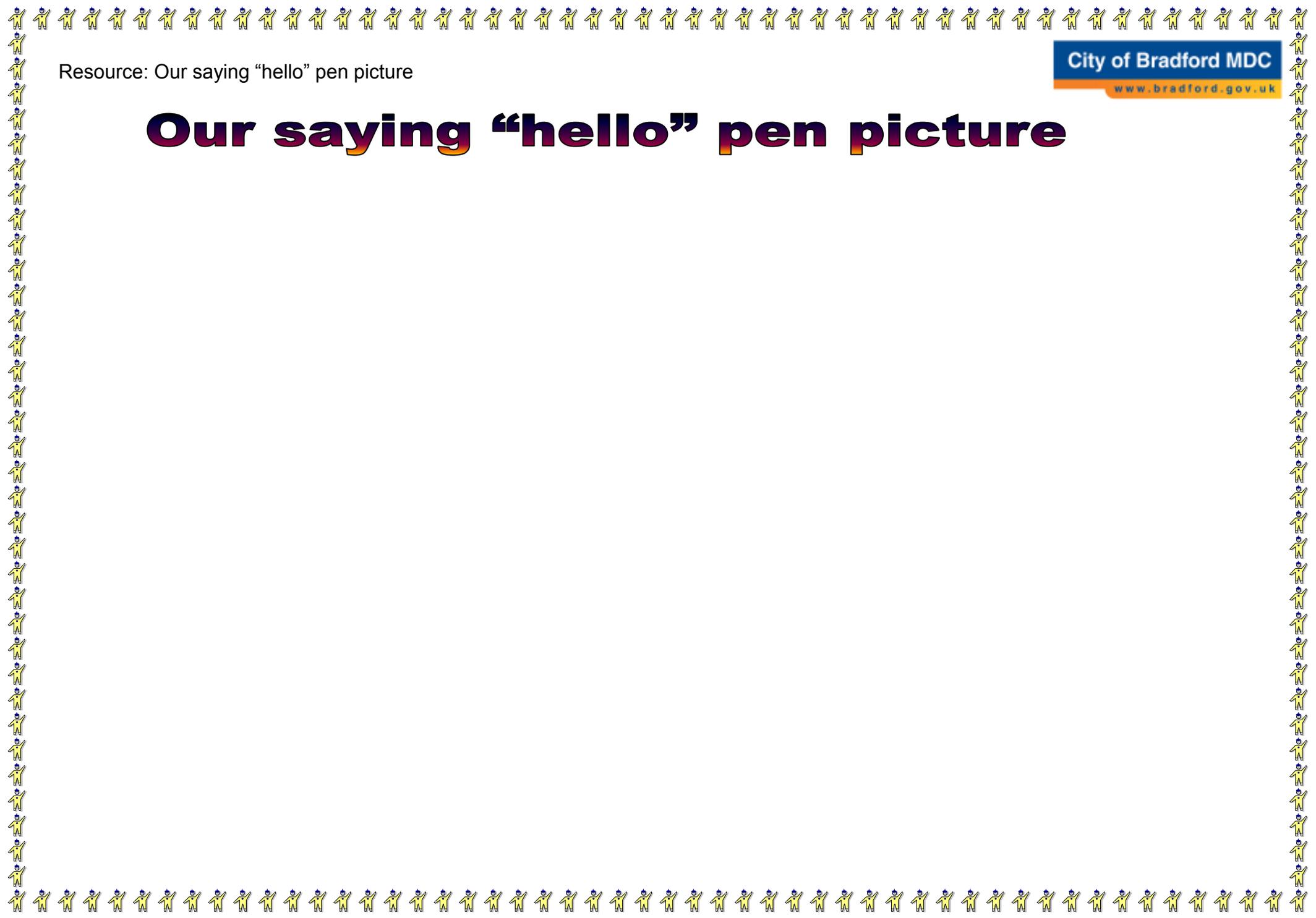


Resource: Our group name

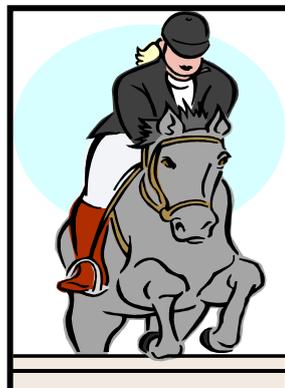
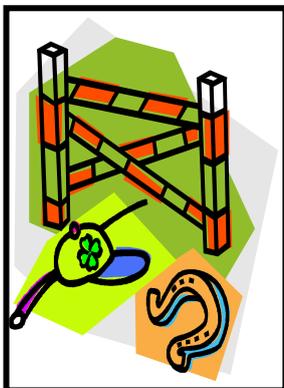
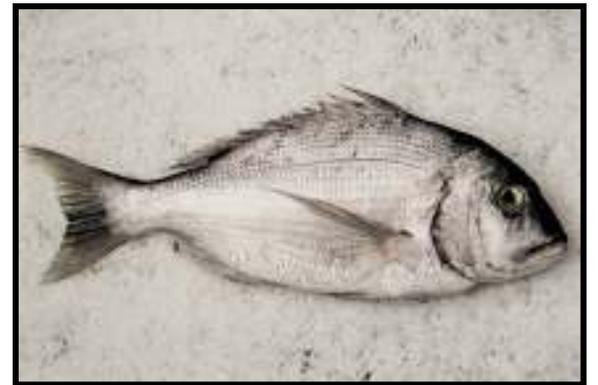
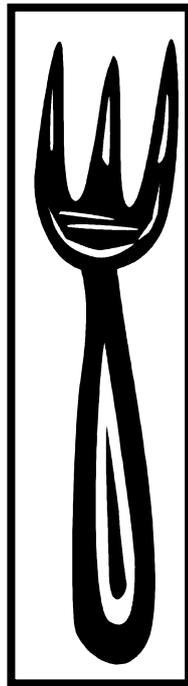
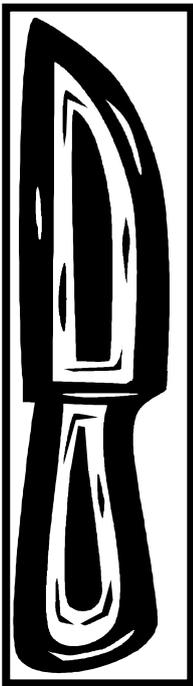
Our group name

Resource: Our saying "hello" pen picture

Our saying "hello" pen picture



Resource: Find your match



Group aims self review checklist – Working together

	How well did we do?									
	1 not very well				5 ok			10 excellent		
Did we listen to others?	1	2	3	4	5	6	7	8	9	10
Did we work co-operatively?	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 co-operatively?



Did we look and sound
friendly?



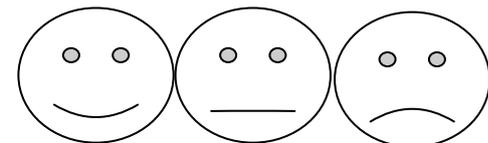
Did we share with others?



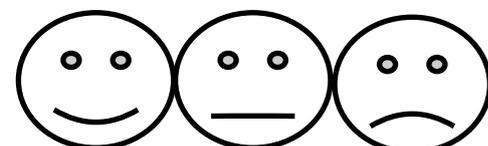
Did we take turns?

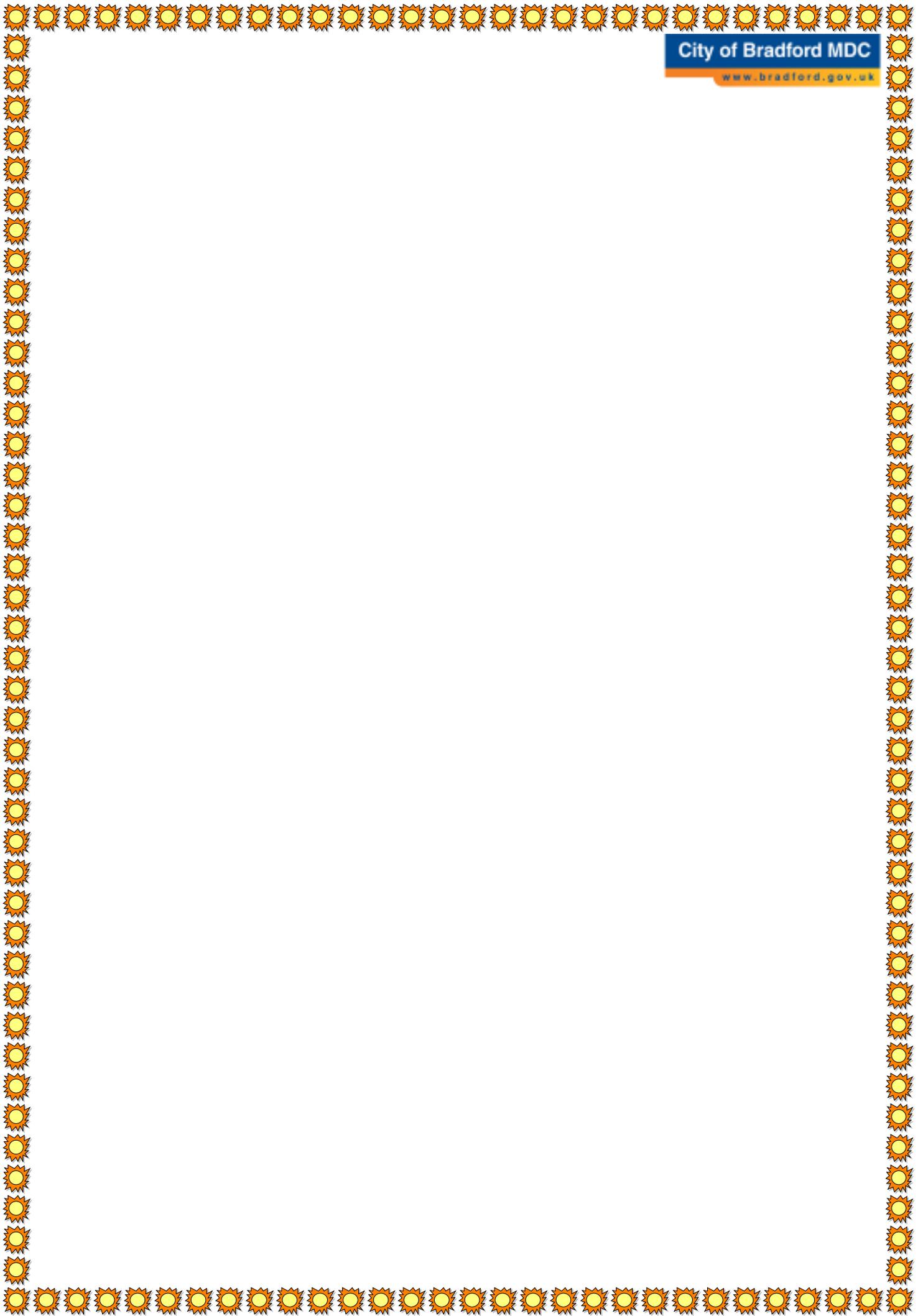


Did we follow our
group aims/rules?



Did we achieve our
I can statements?





Resource: Melting in the sun relaxation

Relaxation

Melting in the sun.

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 (show them the picture of the beach). 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.”



Pro forma for group work session

SEAL theme: Relationships Key Stage 2

Session: 1	Date:	Group:
<p>Class teacher: _____ Facilitators: _____</p> <p>Resources:</p> <ul style="list-style-type: none"> • Digital camera (use this throughout the session to record the group working well together for a group display) • Picture stories 1, 2 and 3 • Background to the three pictures • Photo cards – Guilty • Feelings Detective poster • Feelings, thoughts and behaviour • Guilty! story • Questions for the Guilty! story. 		
<p>Group aims (these are also referred to as the group rules):</p> <p>Remind the 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 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. <p>Use the group aims working skills resource to reinforce these aims routinely in the group.</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 express feelings of guilt. • I can tell you some ways to make amends if I have done something cruel or unkind. • I can tell when I feel ashamed about something. <p><i>One or more I can... statement(s) will be focussed on in each session, linking with the whole class curriculum materials.</i></p>		

Key vocabulary:**Session:**

guilty blame make amends ashamed

General:

co-operate sharing taking turns listening

guilty blame make amends ashamed

fault choice love miss

celebrate celebration success

The key vocabulary is focussed on in each session, relating to the theme.

Welcome and check in:

- Facilitators remind the children about confidentiality.
- Display the check in visual prompt.
- Facilitators give the check in card to a child to pass on as an indicator of the child's turn to speak.
- Whilst the child holds the card, the facilitator will welcome and greet each child, and prompt them to speak.

Each child will aim to say something, for example:

- some good news
- how their day has been so far
- a hope for the future.

Warm up activities:**Secret writing:**

Just using a finger, one child out of the pair writes a simple word or letter on the other child's back or hand. They have to guess what it is. Then swap over roles.

Reinforce being gentle, kind and caring to your partner.

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

The children may develop a favoured routine for these.

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

Remind the children about how we behave towards each other:

- 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.

Use the group aims working skills resource to reinforce these aims routinely in the group.

A reminder about how we behave towards each other.

Review of the previous week:

Ask the children if there were any difficulties from last week? How did you deal with that?

Did anyone see children in the group working well together? Listening to each other? Taking turns? If they tried to practice these 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 focussed 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 express feelings of guilt
- I can tell you some ways to make amends if I have done something cruel or unkind
- I can tell when I feel ashamed about something

Introduce the key vocabulary to the group for this session, highlighting it on the key vocabulary sheet from previous week:

guilty blame make amends ashamed

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

- Show the children the three pictures. Ask the children to talk to each other about the pictures and about which of the three people in the pictures might be feeling guilty and why.
- After the discussion, read out the background to each picture.
- Ask the children how the three characters feel, ask for their ideas on why they might feel this way.

Explain that sometimes we feel guilty because we know we have done something wrong, but that something we feel guilty about something that we are not responsible for, for example, it is not the little boy's fault that the little girl has to go, but he believes it is

- Introduce the feeling word guilty, use the Feelings Detective poster resources to help identify the different feelings that children might have when they feel guilty, and what these might look like. You may wish to use the Guilty photocards to help support this task.
- Read the story Guilty! and discuss the story using the questions for the Guilty! story as starting points.
- In the group ask one of the children to lie down while others draw around them. The group have to choose one of the three scenarios illustrated in the three pictures activity. Together they write down inside the outline of the body the feelings that the main character may have inside.

Ask the children to write in the thought bubbles what the characters might be thinking. Stick these outside the body outline. For example, the little boy – Ewan, in the third picture might be thinking,

“oh no, its all my fault. If only I hadn’t said those nasty things, Angelina would still be here...”
Or in the second picture the girl might be having conflicting thoughts; “It’s wrong to take other peoples things, ‘I wouldn’t like it if someone took my stuff’. It won’t matter to her, it’s not fair that she gets so much stuff anyway, it’s her own fault for not sharing more, She’s a spoilt brat and I don’t like her, so why should I care?”

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

Group aims self review checklist:

Ask the children to sit in a circle. Go through the group aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims or use the group aims self review checklist to review what the group have done and 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.

Plan’s for the coming week:

Looking at our own feelings, thoughts and behaviour:

Hand each member of the group the resource, Feelings, thoughts and behaviour. Ask that over the next week they record something that has happened and fill in the feelings and thoughts boxes. Ask that they bring the completed sheet to the next session.

Relaxation:

Get the children to try breathing by using their abdomen 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 breath in for a count of four 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 their nose, and out slower and longer, through pursed lips.

This may be guided relaxation or a quiet time.

Approaches to incorporate into the session:

Feelings detective poster.

Background to each picture

- **Picture 1**

The man had been accused of robbing a shop. In fact he hadn't done it – he has a twin brother and it was his twin who was involved in the robbery.

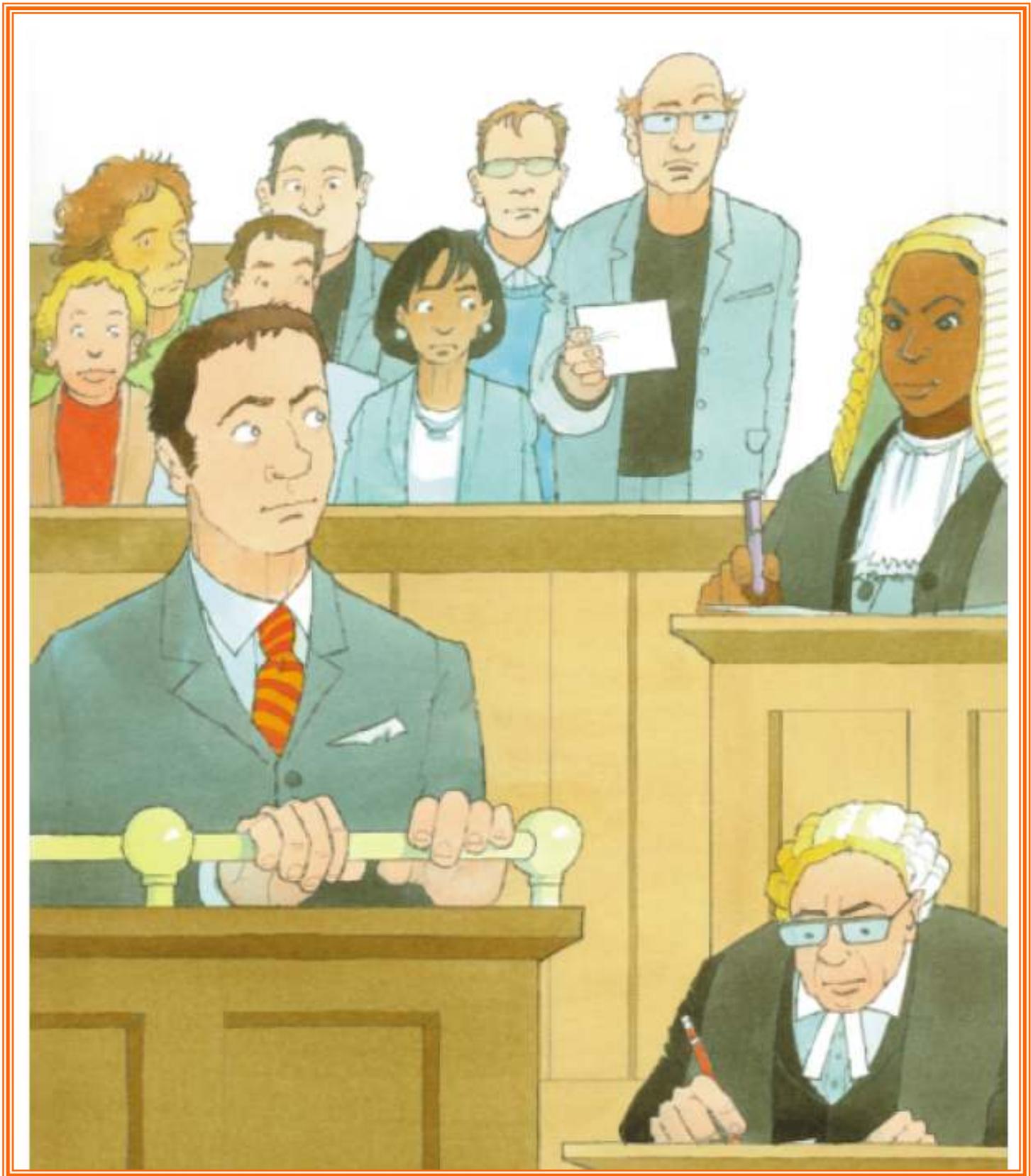
- **Picture 2**

The girl is stealing Gemma's new gel pens, because her mother has refused to buy her any and she is cross. The girl she is stealing from is spoilt and always gets what she asks for.

- **Picture 3**

The little girl (Angelina) is a foster child who has been staying with the little boys family. She is moving out to be with her new adoptive family, but the boy (Ewan) doesn't know this. He thinks she has been taken away because they had a fight and he had said, "It's not fair that you live with us – it was much better before – I wish they would come and take you away."

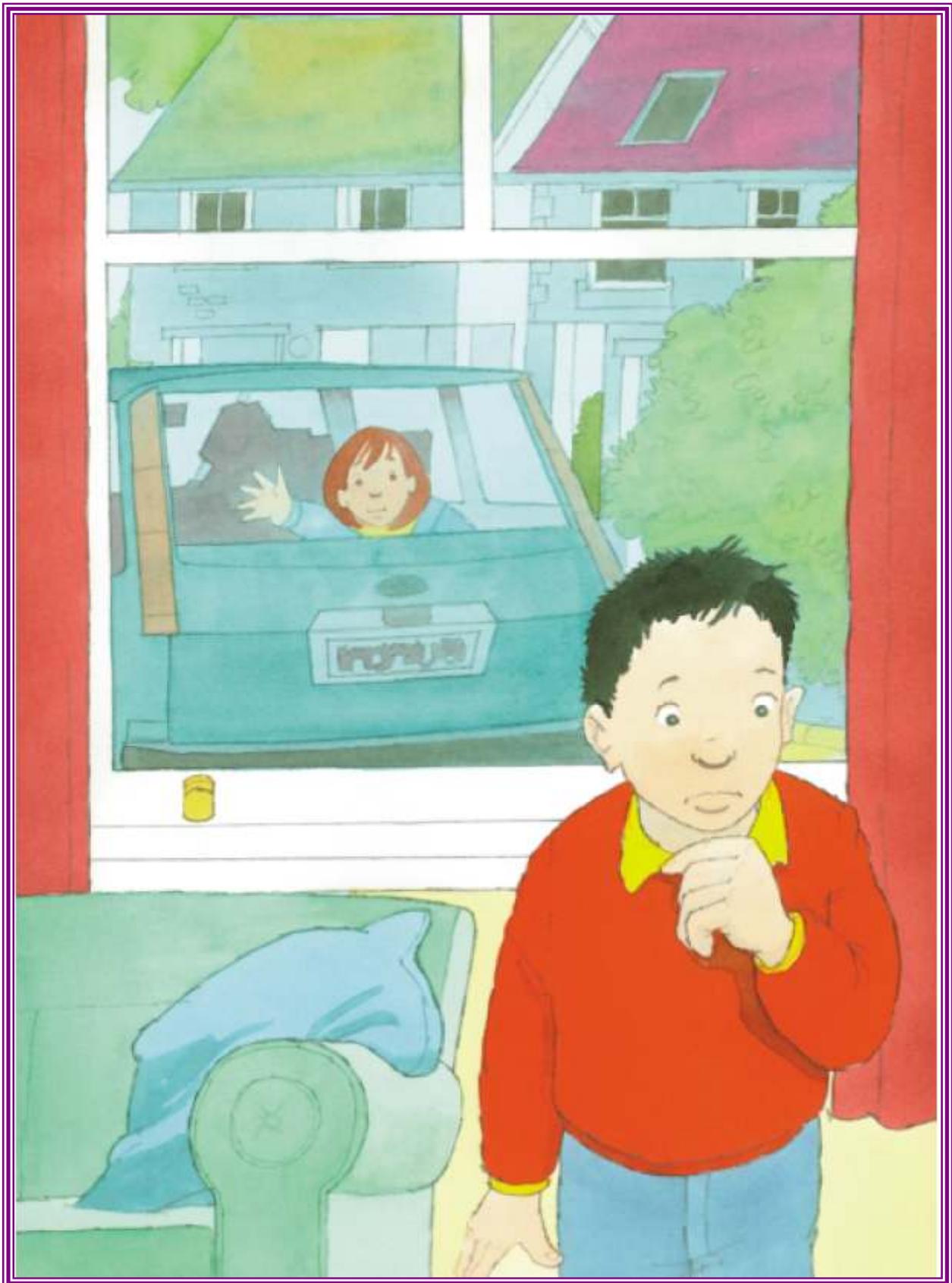
Picture 1



Picture 2



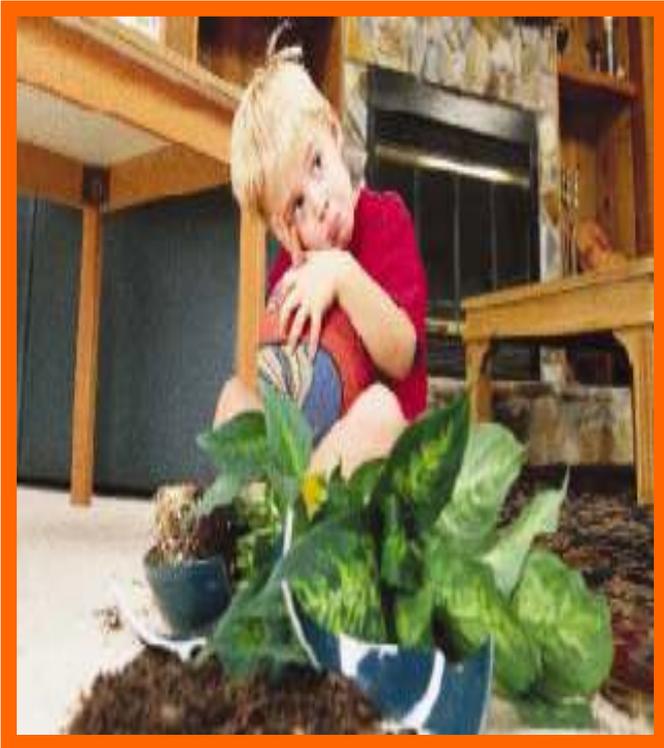
Picture 3



Resource: Photocards – Guilty?

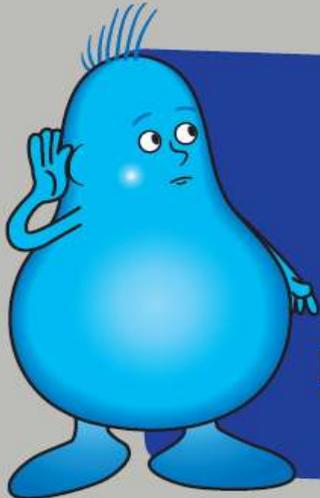
photocards guilty

Use the pictures as a visual cue to ask the group to identify the different feelings that children might have when they feel guilty, and what these might look like.



FEELINGS DETECTIVE

UNDERSTANDING OTHER PEOPLE'S FEELINGS



Listen

**Listen to the words
and how they are spoken**

How do they make you feel?



Look

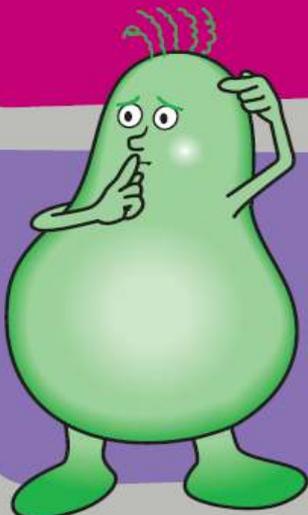
What is the other person doing?

What are other people doing?

What is the face showing?

What is the body showing?

What is happening all around?



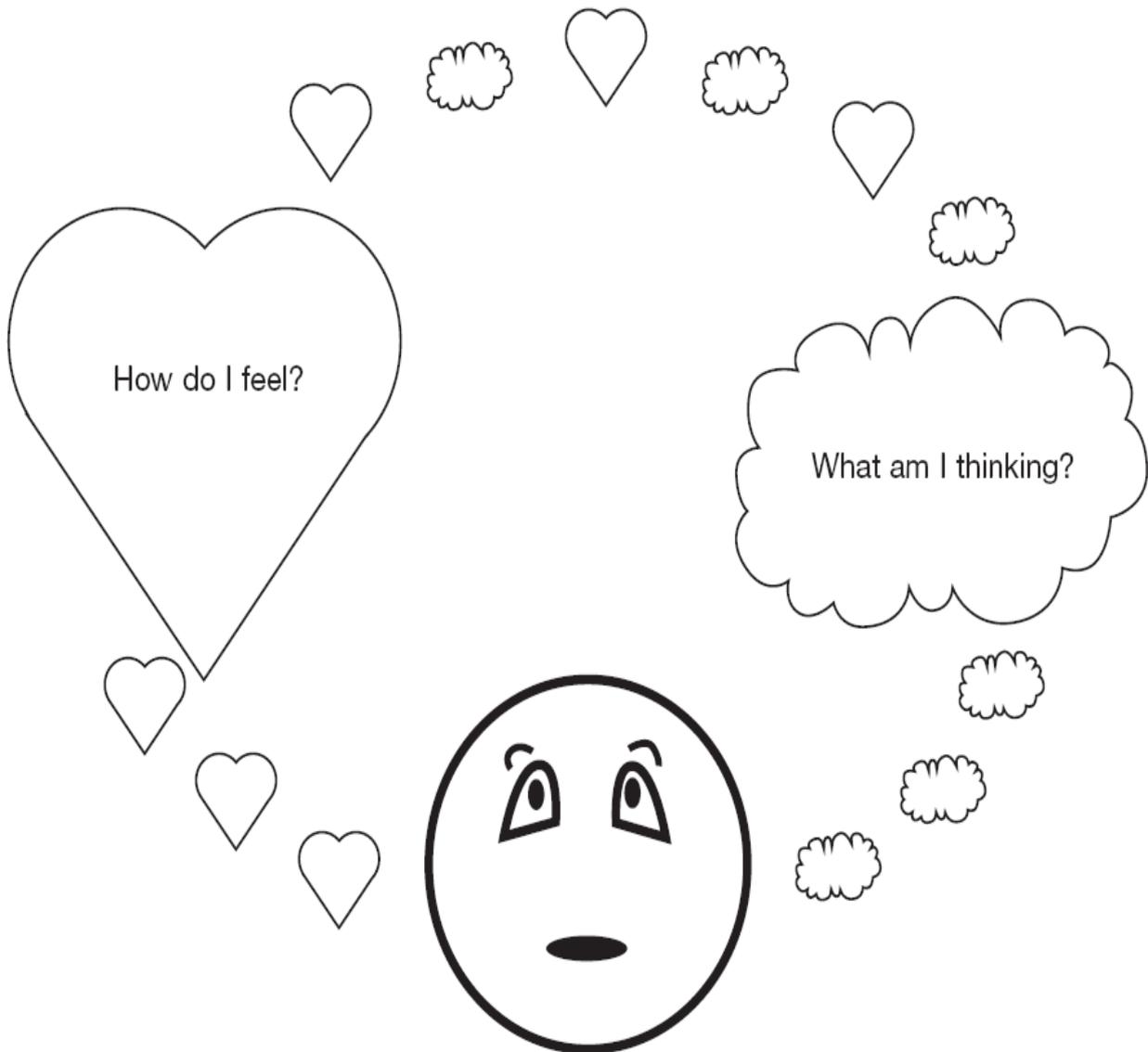
Think...

**How would you feel
if you were them?**

Resource: Feelings, thoughts and behaviour

Feelings, thoughts and behaviour

What has happened?



What might I do?

Resource: Guilty story

Guilty!

Kelly and Chloe are twins, but they are not the slightest bit alike. Kelly is a pop fan and her half of their bedroom is covered with posters of her favourite star. Chloe is a football fan and her half is covered with posters of famous footballers. Like most sisters, sometimes they fight, and sometimes they are very best mates.

Kelly and Chloe are going to a big disco at the secondary school. It's for 10- to 15-year-olds and Kelly is really excited. On their tenth birthday she had a gorgeous sparkly white top especially to wear to it. Chloe had a Liverpool football shirt that she wears all the time when she is not at school.

It is a few days before the disco, and Kelly has come home from school not feeling well and burning hot. She falls asleep and doesn't seem to recognise Chloe, and calls out for Mum over and over again. Mum phones for the ambulance. It doesn't look as though Kelly will be going to the disco.

It's Saturday night and Kelly is still in hospital. Chloe is getting ready for the disco. All her friends have had new clothes and Chloe is beginning to wonder what on earth she is going to wear. She knows she can't wear her football shirt. Then, in their bedroom, she catches sight of Kelly's new sparkly top. Her heart begins to beat harder as the thought darts into her head that Kelly will never know if she borrows it. Hardly daring to think about it, she takes off her football shirt and puts the top on. She looks in the mirror. She can't believe how different and grown-up she looks. She brushes her hair into a ponytail, then she puts her football top back on, over the sparkly top, and goes to say goodbye to Mum.

'You're never wearing your football top to the disco?' says Mum. 'You should have had something nice for your birthday like Kelly did. I wish I could afford to get you girls some more nice clothes, but you know how short money is.'

Chloe suddenly feels bad. With Kelly's top under her shirt, she feels as though she is telling lies to her mum, but she doesn't say anything. Mum hugs her tight and then says, 'Have a good time, love. I'm popping to the hospital to see Kelly later. I don't like to think of her lying there, poor thing, with her lovely new top never worn.'

Chloe's bad feeling begins to get stronger, an uncomfortable little knot somewhere inside her.

Chloe is going to walk to the disco with her friend, Debbie. On the way to Debbie's house, she takes off her football top and stuffs it in her bag. She feels very glamorous in Kelly's top, but the uncomfortable feeling doesn't go away.

All Chloe's friends tell her how nice she looks. She lets them think that the sparkly top is hers. Then they all ask her how Kelly is and say what a shame it is that she can't come to the disco. Chloe's uncomfortable, guilty feeling grows stronger.

It is very hot in the disco. Chloe queues up with the others to get a drink. A boy in front of her is trying to carry four Cokes when somebody bangs into him and knocks them out of his hands – all over Chloe. Kelly's white top is covered with brown stains. Chloe runs out of the hall. She rubs and rubs at the stains with paper towels but that only makes them worse. The top is ruined.

Now Chloe's uncomfortable feeling has become bad, very bad indeed as she realises for the first time what she has done. Her sister is in hospital and she has taken her new top without her knowing, and she has ruined it. She feels more ashamed than she has ever felt in her life before. What is she going to do?

She tells Debbie that she can't stay because she's covered in Coke. She pulls her football shirt over the damp top, then runs home as fast as she can, hoping that Mum is back from the hospital.

Mum opens the door. She's very surprised to see Chloe. Chloe thinks that Mum has been crying. 'Oh no,' she thinks, 'something has happened to Kelly.'

'Is Kelly all right?' she asks breathlessly. To her relief, Mum smiles.

'She's so all right that they've let her come home,' she says. 'We just got back, she's lying on the sofa. I'm so happy,' she sniffs.

'Is that you, Chloe?' calls Kelly, 'Why aren't you at the disco?' Chloe runs into the room and hugs her twin. Kelly looks her up and down and says:

'You've never been out in that football top? You could have worn my new top if I'd thought about it. It would have looked lovely on you.'

That just does it for Chloe. Kelly's kindness makes the bad feeling inside her come bursting out. She takes off her football shirt and shows Mum and Kelly the stained top underneath. Then she bursts into tears.

Mum was very upset and angry with Chloe for a long time after that night, but Chloe still thinks that she'd rather have had double the trouble from Mum than go through those bad, guilty feelings any longer. Kelly was OK about it, especially as Chloe has been saving her pocket money for ages and is going out to buy Kelly a new top tomorrow.

'But I don't want a white sparkly one,' says Kelly, 'I want a green shiny one like Kylie.'

Resource: Questions for Guilty story

Questions to explore

- Why do you think that Chloe's bad feelings began even before she thought that she would be found out?
- How do you think Chloe knew that what she was doing was wrong?
- Do you think that Chloe would have told Mum or Kelly about taking the top if she had not spoiled it?
- Chloe got into a lot of trouble from Mum. Why did she think that she would rather have twice as much trouble than go through the bad feelings any longer?
- What do you think of Chloe's behaviour?
- What might you have said to Chloe if you were her friend and she told you what she had done?
- What would you have said if you were Kelly?
- Would the story be different if it were about twin boys? In what ways?

Pro forma for group work session

SEAL theme: Relationships Key Stage 2

Session: 2	Date:	Group:	
Class teacher:		Facilitators:	
Resources:			
<ul style="list-style-type: none"> • Situation cards • Problem solving poster • Pictures 2 & 3 from last session 			
Group aims (these are also referred to as the group rules):			
Remind the children about how we behave towards each other:			
<ul style="list-style-type: none"> • 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. 			
Use the group aims working skills resource to reinforce these aims routinely in the group.			
<p><i>These may be phrased as We can... statements for the group.</i> <i>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 say when I might feel guilty. • I can tell you some ways to make amends. 			
<p><i>One or more I can... statement(s) will be focussed on in each session, linking with the whole class curriculum materials.</i></p>			
Key vocabulary:			
Session:			
guilty	make amends		
General:			
co-operate	sharing	taking turns	listening
guilty	blame	make amends	ashamed
fault	choice	love	miss
celebrate	celebration	success	
<p><i>The key vocabulary is focussed on in each session, relating to the theme.</i></p>			

Welcome and check in:

- Facilitators remind the children about confidentiality.
- Display the check in visual prompt.
- Facilitators give the check in card to a child to pass on as an indicator of the child's turn to speak.
- Whilst the child holds the card, the facilitator will welcome and greet each child, and prompt them to speak.

Each child will aim to say something, for example:

- some good news
- how their day has been so far
- a hope for the future.

Warm up activities:**Serious sausages:**

Partners question each other about any topic, for example: What are clouds made of? The respondent always replies "sausages". The aim is not to laugh.

*Chosen from the ideas in this booklet, or your own ideas.
The children may develop a favoured routine for these.*

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

Remind the children about how we behave towards each other:

- 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.

Use the group aims working skills resource to reinforce these aims routinely in the group.

A reminder about how we behave towards each other.

Review of the previous week:

Look at the returned; Feelings, thoughts and behaviour, worksheets. Discuss the feelings and thoughts related to the behaviour this provoked. Are there any ways we could have done things differently to get a different outcome?

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

Plan for today's session:

Share the I can intended learning outcomes for the session:

- I can say when I might feel guilty.
- I can tell you some ways to make amends.

Relaxation:**I hope**

Use a soft ball and let the children pass it to each other saying “I hope....” for example, “I hope you have a nice lunchtime”, “I hope you play a nice game at playtime”, “I hope you score a goal”.

This may be guided relaxation or a quiet time.

Approaches to incorporate into the session:

- Use of the Feelings detective poster.
- Use of the Problem solving poster.

Resource: Situation cards

Put the cards in order of how guilty each would make them feel



Stealing ten pounds.



Forgetting to pay for something at the supermarket.



Stealing crayons.



Not turning up for a football match and letting the team down.



Saying something nasty about your friend behind their back.

Blank situation card.



Leaving a toy on the floor even though you know its dangerous.

Blank situation card.

Blank situation card.

PROBLEM SOLVING

FOR THOSE TIMES WHEN YOU DON'T KNOW WHAT TO DO!



READY

Are you calm enough
to think clearly?

Use your best calming down tricks

STEADY

How are you feeling?

Why are you feeling like this?

How would you like things to be different?

Set a goal

What are all the different things you can do?

Which would be best?

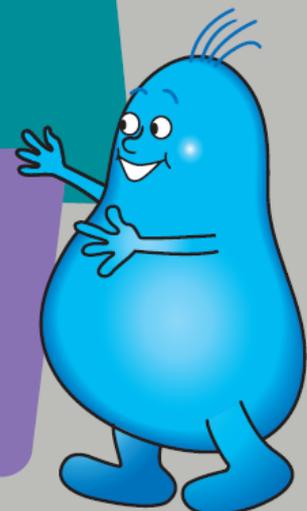
Make a plan

GO

Try out your idea!

REPLAY IN SLOW MOTION

Think about how you did it
Check if things are OK



Pro forma for group work session

SEAL theme: Relationships Key Stage 2

Session: 3	Date:	Group:		
Class teacher:		Facilitators:		
Resources:				
<ul style="list-style-type: none"> • Taking responsibility (cut scenarios into slips) • Problem Solving poster (used in previous session) 				
Group aims (these are also referred to as the group rules):				
Remind the children about how we behave towards each other:				
<ul style="list-style-type: none"> • 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. 				
Use the group aims working skills resource to reinforce these aims routinely in the group.				
<p><i>These may be phrased as We can... statements for the group.</i> <i>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 something is my fault and when something is not my fault. • I can take responsibility for what I choose to do. 				
<p><i>One or more I can... statement(s) will be focussed on in each session, linking with the whole class curriculum materials.</i></p>				
Key vocabulary:				
Session:				
fault	guilty	choice	love	miss
General:				
co-operate	sharing	taking turns	listening	
guilty	blame	make amends	ashamed	
fault	choice	love	miss	
celebrate	celebration	success		

The key vocabulary is focussed on in each session, relating to the theme.

Welcome and check in:

- Facilitators remind the children about confidentiality.
- Display the check in visual prompt.
- Facilitators give the check in card to a child to pass on as an indicator of the child's turn to speak.
- Whilst the child holds the card, the facilitator will welcome and greet each child, and prompt them to speak.

Each child will aim to say something, for example:

- some good news
- how their day has been so far
- a hope for the future.

Warm up activity:**Magic Box:**

Place an imaginary (or real) magic box in the middle of the circle. A child goes to the box and takes out an imaginary item which they then mime to the rest of the group who have to guess what the item is. This could be a hairbrush, snooker cue, tennis racquet etc. (Depending on the abilities of the group you may need picture cues or words for support).

*Chosen from the ideas in this booklet or your own ideas.
The children may develop a favoured routine for these.*

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

Remind the children about how we behave towards each other:

- 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.

Use the group aims working skills resource to reinforce these aims routinely in the group.

A reminder about how we behave towards each other.

Review of the previous week:

Last week we agreed to think about the times when you felt guilty; what happened? What did you do? How did you make amends? Discuss...

*This includes the follow-up actions agreed and progress with last weeks I can... statements.
This is a time to enjoy the successes of the last week and to apply a solution focussed 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 when something is my fault and when something is not my fault.
- I can take responsibility for what I choose to do.

Introduce the key vocabulary to the group for this session, highlighting it on the key vocabulary sheet from previous week:

fault guilty choice love miss

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

Core activity

- Make sure the children understand that sometimes we feel responsible for things even when they are not our fault (like Ewan in the Three pictures activity). You might want to say that people often feel responsible when they lose someone they love, for example; if their parents separate, little children might think that mum or dad went away because they were naughty.
- Remind the children that most feelings have a purpose (just as pain tells us to move away from whatever is causing the pain). Ask the children if they think there might be a purpose to guilt. Could it be that it alerts us to the fact that there is a problem that we may need to solve?
- Help the children to sort the scenarios; Taking responsibility, into two piles: those in which you would expect the person to feel guilty and those where the person is not responsible and so should not be feeling guilty.
- Use some of the Taking responsibility scenarios (or others of your choice), to get the children to practise the steps in the Problem solving poster to come up with ways to make amends.

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

Ask the children to sit in a circle. Go through the group aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims or use the group aims self review checklist to review what the group have done and 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 the coming week:

The group to agree on what the focus should be over the coming week.

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

Relaxation:

Quiet minute given for reflection or learning, thoughts and feelings.

This may be guided relaxation or a quiet time.

Approaches to incorporate into the session:

- Use of the Problem solving poster.

Taking responsibility

Make sure that the children understand that sometimes we feel responsible for things even when they are not our fault (like Ewan in picture three).

You might want to say that it is natural to feel responsible when you lose someone you love- for example, if your parents separate. Children might think that Mum or Dad went away because they were naughty.

- The children should sort the scenarios into two piles.
- Those in which you would expect the person to feel guilty.
- And the other pile where the person is not responsible and so should not be feeling guilty.

Resource: Taking responsibility

You know your brother is looking forward to playing in his first football match. On the day of the match it is pouring with rain and he can't play. The night before, you were cross with him and told him he would be useless in the game, and they had only asked him to play because no one else would do it.

Nwamaka is feeling very guilty because her mum and dad have decided to live in separate houses. She says to you that if she had been better behaved they would still be living all together.

You know that it is wrong to eat in the daytime during Ramadan. One day you are really, really hungry. When your friends offer you chips during lunch-time, you look around and no one you know is looking. You grab one and think – well, no one will know.

Your friend asks you to go shopping with her and her mum at the weekend. You tell her you are already doing something, even though you are not, as you are bored with shopping every weekend.

You accidentally tear the new curtains in your bedroom when you trip and grab hold of them to steady yourself. It makes a big tear.

You are in a temper because all your friends are allowed out to see the fireworks and you have to stay in to help your mum. You are so mad you get some scissors and start to make a hole in the new duvet cover that your mum and dad have just bought for your bedroom.

You have been to the shops with your dad and when you get home you discover a small teddy bear in your two-year-old sister's pushchair – she took it from a shelf and dropped it behind her, so it hasn't been paid for.

While you are out playing on your bike, you are showing off on the pavement, riding with no hands, and you do not see a small boy running up the road until it is too late. You knock over the little boy.

Your friend has got lovely long dark hair and you are fed up with everyone saying how beautiful she looks. You tell another friend that she has got head-lice and soon the rumour spreads all around the school. Your friend is so upset to hear the rumours that she rings you and tells you she wants to move schools.

Your big brother is hanging around with a gang of boys and girls and has started coming home with lots of sweets you know he can't afford. He tells you one day that he and his friends are really good at nicking from the local shop. When you tell him that you think it is wrong for him to do this, he says the shop owner is rich and it's not his fault that everyone does it.

Pro forma for group work session

SEAL theme: Relationships Key Stage 2

Session: 4	Date:	Group:	
Class teacher:		Facilitators:	
Resources:			
<ul style="list-style-type: none"> • Pupil evaluation and target setting worksheet • Certificate. 			
Group aims (these are also referred to as the group rules):			
Remind the children about how we behave towards each other:			
<ul style="list-style-type: none"> • 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. 			
Use the group aims working skills resource to reinforce these aims routinely in the group.			
<p><i>These may be phrased as We can... statements for the group.</i> <i>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 the things I have enjoyed doing in our group. • I can celebrate our successes. 			
<p><i>One or more I can... statement(s) will be focussed on in each session, linking with the whole class curriculum materials.</i></p>			
Key vocabulary:			
Session:			
celebrate	celebration	success	
General:			
co-operate	sharing	taking turns	listening
guilty	blame	make amends	ashamed
fault	choice	love	miss
celebrate	celebration	success	
<p><i>The key vocabulary is focussed on in each session, relating to the theme.</i></p>			

Welcome and check in:

- Facilitators remind the children about confidentiality.
- Display the check in visual prompt.
- Facilitators give the check in card to a child to pass on as an indicator of the child's turn to speak.
- Whilst the child holds the card, the facilitator will welcome and greet each child, and prompt them to speak.

Each child will aim to say something, for example:

- some good news
- how their day has been so far
- a hope for the future.

Warm up activities:**Copying action:**

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

*Chosen from the ideas in this booklet, or your own ideas.
The children may develop a favoured routine for these.*

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

Remind the children about how we behave towards each other:

- 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.

Use the group aims working skills resource to reinforce these aims routinely in the group.

A reminder about how we behave towards each other.

Review of the previous week:

Is there any feedback on what the group agreed to focus on from 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-focussed approach to exploring any difficulties that may have arisen.*

Plan for Today session:

- I can tell you the things I have enjoyed doing in our group.
- I can celebrate our successes.

Introduce the key vocabulary to the group for this session, highlighting it on the key vocabulary sheet from previous session:

celebrate

celebration

success

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:

- Discussion. With the children ask what they can remember about the sessions; does anyone have anything they wish to say, ask, about what they have learnt?
- The group records three things they have learned during the group sessions and identify one personal target they are going to work on following these sessions.
- Certificates are handed out to celebrate success, these should include the I can statements achieved.

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

Ask the children to sit in a circle. Go through the group aims and ask the children to give thumbs up, thumbs down or thumbs neutral to each of the aims or use the group aims self review checklist to review what the group have done and 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 the coming week:

The group to agree on what the focus should be over the coming week.

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

Relaxation:**Mime:**

Get the children to mime passing around different objects for example, a red hot potato, a kitten, a delicate glass ornament, a jelly.

Approaches to incorporate into the session:

Resource: Pupil evaluation and target setting

**Three things I have learned
in our group sessions are:**

1.

2.

3.

My personal target is...



A large, empty rectangular box with a purple border, intended for writing a personal target. In the top-left corner of the box, there is a colorful target icon with a red bullseye, a blue ring, and a red ring, with a blue arrow hitting the center. The rest of the box is blank white space.

Resource: Certificate

Congratulations

Name



**You were brilliant
in the SEAL relationships
small group sessions**



You have worked on...

- ❖ Working well in a group.
- ❖ Listening well to other people when they are talking.
- ❖ Learning when something is my fault and when something is not my fault.
- ❖ Expressing feelings of guilt.
- ❖ Learning what to do if I feel guilty.



Signed.....

Date.....

<p>PROFORMA FOR GROUP-WORK INTERVENTION</p> <p>SEAL theme:</p> <p>Planning team:</p>		
<p>No. of Sessions:</p> <p>Minimum of 6 sessions</p>	<p>Dates:</p>	<p>Group:</p>
<p>Focus of Group:</p> <p><i>The planning team will have decided the focus of the group work. This will have informed and been informed by the choice of the children to be part of the group.</i></p>		
<p>Group aims</p> <p><i>These are the aims for the group as a whole, with planned outcomes by the end of the intervention. These link to the aims within the curriculum materials for this theme.</i></p>		
<p>Intended learning outcomes: I can ... statements</p> <p><i>These are the I can ... statements that will be focussed on in the intervention. These will link with the I can ... statements within the whole class curriculum materials for the theme.</i></p>		
<p>Key vocabulary for the intervention:</p> <p><i>This will link to the key vocabulary within the SEAL curriculum materials for this theme.</i></p>		

Core activities chosen from the ideas in this booklet, or your own ideas

Session 1

The beginning process – naming the group, overall purpose and structure of the intervention, getting to know each other, referring to class charter

Focus: I can ... We can ...

Core activity:

Resources:

Session 2

Focus: I can ... We can ...

Core activity:

Resources:

Session 3

Focus: I can ... We can ...

Core activity:

Resources:

Session 4

Focus: I can ... We can ...

Core activity:

Resources:

Session 5

Preparation for ending the intervention

Focus: I can ... We can ...

Core activity:

Resources:

Session 6

The ending session of the intervention – summing up learning and achievements, planning to share learning with the rest of the class, agreeing ongoing support

Focus: I can ... We can ...

Core activity:

Resources:

Post intervention review and planning

The class teacher, group facilitators and inclusion leadership team review outcomes of group intervention and agree the next steps for the group and individuals. The leadership team consider any whole-school issues or planning implications that have been raised through the group-work intervention.

Welcome and check-in:

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

Warm up activities:

*Chosen from the ideas in this booklet, or your own ideas.
The children may develop a favoured routine for these.*

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

Remind the children about how we behave towards each other:

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

A reminder about how we behave towards each other.

Review of the 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-focussed approach to exploring any difficulties that may have arisen.

Plan for today's session:

Share the I can intended learning outcomes for the session:

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

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

.....

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

Core activity ...: (Page)

*This activity will focus on meeting the intended learning outcomes for the session, including the specific I can... statement(s).
Chosen from the ideas in this booklet or your own ideas.*

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

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

Plans for the coming week:

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

Relaxation:

This may be guided relaxation or a quiet time.

Approaches to incorporate into the session:

Examples: Peaceful problem-solving approach, emotional barometer