



# Primary

## National Strategy

### Excellence and Enjoyment: social and emotional aspects of learning

### Family SEAL

Headteachers, teachers and practitioners in primary schools, middle schools, special schools and Foundation Stage settings, and other professionals who work with parents and carers

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## Contents

Introduction	5
Supporting the workshops	10
Summary of joint activities for introductory session	13
Introductory session ideas	18
New beginnings workshop ideas	31
Getting on and falling out workshop ideas	42
Going for goals! 1 workshop ideas	52
Going for goals! 2 workshop ideas	62
Good to be me workshop ideas	71
Relationships workshop ideas	81
Changes workshop ideas	90
Farewell!	100



## **Family SEAL**

### **Guidance for Facilitators**

From the moment a baby is born, he or she starts to learn about the world and the social, emotional and behavioural skills needed to be a successful and happy learner. The young child does this through interaction with the significant people in his or her life in a continuous process. Schools and settings have an important part to play in this process as it is there that children have their first experience of groups of other children and a wider range of adults.

The social and emotional aspects of learning (SEAL) curriculum resource is designed to support schools and settings in their contribution to this learning process. Its success will depend upon recognition that it complements what else is going on in the child's life to develop social, emotional and behavioural skills already. It is not designed to replace it.

### **About Family SEAL**

*Family SEAL* is designed to make explicit links between the support parents and carers provide their children when they are developing the social, emotional and behavioural skills and school based work. *Family SEAL* is about collaboration and sharing ideas with recognition and respect for the beliefs and values of the participants while understanding that a child will need certain skills if he or she is to cope with the complexity of the social environment of the school.

There are two main parts to the *Family SEAL* workshops, followed by a farewell party:

- 1 **An introductory workshop** to which all parents and carers of children in a year group are invited and encouraged to attend. This includes a short introduction, a performance from the children and opportunities to complete a range of activities with the children. The parents and carers are then asked to 'sign up' to attend a further seven workshops. It is important to recognise that some parents will be unable to attend and might wish another family member or significant adult to attend in their place.
- 2 **A series of seven workshop sessions**, which involve a workshop during which the participants share ideas and learn together about the delights and challenges of helping their child develop social, emotional and behavioural skills. This is followed by opportunities for participants and children to complete activities together. Ideal group size for the workshops will be up to 10 or 12 adult participants and their children.

### **Getting started with Family SEAL**

Before embarking on *Family SEAL* the school leadership team will need to consider whether or not the school is ready to run a *Family SEAL* workshop.

The following points should be considered:

### **Are we ready?**

*Family SEAL* should be an integrated part of the work of the school and its work on learning about social, emotional and behavioural skills. It is recommended that *Family SEAL* is used once the ideas within the SEAL curriculum resource have been embedded in the school and parents and carers are aware of the school's work in this area, including having attended assemblies.

Schools have their own distinctive character and ways of doing things. *Family SEAL* provides some ideas and guidance but careful consideration will need to be given to how and when to run the workshops. Some schools will find it most appropriate to run the workshops during the school day while others might run them after school to link in with after school provision. It might be possible for additional funds to be allocated to provide crèche facilities and to allow for trained support. Voluntary agencies, private organisations and Children Services might all offer support and advice with this work.

*Family SEAL* should be part of the school's strategy for involving parents and carers and before starting, the school might like to consider the following questions:

- How are parents and carers made to feel welcome?
- How do we ensure that parents are fully involved in the life of the school?
- What more could be done?
- Are there other groups for parents and carers running within the school?

### **Do we have the capacity?**

The workshops will need at least two facilitators to run effectively. If the class teacher is going to run the workshops, supply cover will need to be arranged. Some schools will already have staff who are experienced in this area, for example, family workers or learning mentors. Support might be available from agencies such as educational psychologists, school nurses, voluntary agencies, behavioural support services etc.

### **Do we have sufficient resources?**

There are resources that will be required, for example refreshments and materials for the joint activities. Running *Family SEAL* will be very rewarding but it does require considerable commitment. This includes providing an appropriate venue where participants can be made to feel welcome and allowing children to join the workshop for the joint activities. Groups of schools might consider pooling resources and expertise within a locality or network to facilitate the *Family SEAL* workshops.

### **Do we have the skills to run the workshops?**

*Family SEAL* is designed to be run by school based facilitators, for example a class teacher and/or family link worker with support from external agencies when

appropriate. *Family SEAL* workshops should be run by two facilitators, one of whom should be experienced and skilled in running groups for adults, ideally groups for parents and carers. Both facilitators will need excellent interpersonal skills. Identifying and learning the skills of facilitation of a group for parents and carers is complex. Perhaps the most effective way to learn these skills is by working alongside a more experienced co-facilitator. Schools should consider how they might build the skills and capacity for facilitating *Family SEAL*, for example by working collaboratively with other schools to run the workshops.

Facilitators should remember that some parents and carers may feel ill at ease in the school environment. Even if they have had positive experiences of school, talking about their child and school is likely to elicit strong feelings. It will be essential that the participants are made to feel valued and welcome in the session. The following approaches might be tried to put them at their ease:

- showing an interest in all participants as individuals and treating them with equality;
- thinking about responses and ensuring that participants never feel they are being put down and all contributions are valued;
- being friendly;
- learning names and using them;
- smiling and using other non-verbal communications;
- showing an interest in each participant's child by finding out about their interests, strengths, gifts and talents prior to the workshops and by sharing and discussing this with the parents and carers during sessions;
- welcoming each participant individually;
- showing that all parents and carers are valued by using non-judgmental language;
- being empathetic;
- providing time for participants to reflect and think before asking questions;
- never putting a parent or carer on the spot.

Remember that *Family SEAL* is designed to be fun.

An ethos of joint enquiry should be established and it is important that participants are encouraged through the use of enquiry and discussion rather than being told what is 'right' and 'wrong' by the facilitators. Helpful phrases might include:

- How do you find ...
- What do you do when ...
- What works for you ...
- I wonder ...
- You might like to try ...
- You may feel like ...
- I found that ...
- I heard that ...
- I have read ...

- Perhaps you might try this strategy at home
- What do you think might happen if ...

The content and ideas for workshops are only a small part of the process of facilitation. Careful consideration will need to be given to how the participants are feeling during the sessions and how they gel as a group. Adaptations will need to be made to the workshops to ensure that feelings of safety are ensured. Sessions should include opportunities for participants to talk together and to get to know each other.

## Running a session

The *Family SEAL* pack provides ideas for use in the workshop sessions. This includes ideas for activities, learning points and ideas to try at home. Presentations are provided to support the workshop sessions. These are made up from photographs and short phrases or sayings. It should be emphasised that these are only suggestions and ideas and should be adapted before use to meet the needs of the participants.

A key to success will be ensuring that each workshop is well prepared. This will include making sure that facilitators know the children who will be involved. Being able to make positive comments about the children, their likes, dislikes, strengths and interests will allow the facilitators to engage in discussions with the participants. This will make them feel valued and create a caring and respectful ethos. If the class teacher is not facilitating the workshop sessions it will be helpful if opportunities are found to discuss each child with the class teacher and for time to be spent in class to get to know them.

Each workshop session will need to be carefully planned but the facilitator will need the confidence to respond flexibly to ensure that the needs of all the participants are met.

The workshop sessions should be purposeful with clear ideas but not hurried. Facilitators will need to use their judgment about what to include in order to meet the needs of the participants. Learning points should be summarised at the beginning and end of sessions.

At the beginning of the first of the seven workshops it will be necessary to establish some ground rules. Ideas for how this might be done are included in the ideas for the New Beginnings workshop session.

It is essential that the issue of confidentiality is raised with frequent reminders being given to participants about its importance. This will be of greater significance when running a set of workshops in a small and close knit community. Participants will be unable to explore ideas or share their thoughts if they feel that there is a chance that this will be shared outside the context of the workshop.

It is important that time is provided at the beginning of each workshop for participants to share their experiences over the last week. This might be done by asking participants to share significant moments (they have experienced with their child) during the week and any ideas they have tried out with a partner in the group. They might then be given the opportunity to share these with the whole group if they wish.

*Family SEAL* provides three or four 'ideas to try out' at home each week. It must be emphasised that these are only ideas and it will be valuable for facilitators to ask the participants for their suggestions as well. It is important to ensure that any suggestions are consistent with the approaches used in school and the values embodied in *Family SEAL*. Great skill and sensitivity will be required to challenge suggestions that might be damaging or unhelpful.

Where appropriate, Gold Set materials (*Family activities* books from the SEAL curriculum resource) should be used in conjunction with the workshop sessions.

### **Parents file**

*Family SEAL* provides summary pages for each workshop session. A file might be provided so that the parents can keep a record of the workshops and the ideas they have tried out. A sheet from the Gold Set might be provided for the participants and children to do together at the end of each session.

A box might be provided where participants, parents and carers can post any ideas and suggestions for use in the workshop.

When you are ready to run a *Family SEAL* workshop we hope you will find it a valuable and rewarding experience. Good luck!

## Supporting the Workshops

It is suggested that you might like to use a PowerPoint presentation to support the first part of each workshop. These might be made up from supporting photographs. An example PowerPoint is provided for each workshop with the following slides. Where possible photographs are taken from the photocard cards developed for *Excellence and Enjoyment: social and emotional aspects of learning (SEAL)*.

Slide	Description	
<b>Introductory session</b>		
1	Photo of children playing together	photocard
2	Parent and child reading	
3	Composite picture to illustrate the five outcomes for children	photocards
4	Parent and child looking at photo album	photocard
5	Children illustrating the social and emotional aspects of learning	photocards
6	Illustration from play	
7	List of workshops	
<b>New Beginnings</b>		
1	Child on first day of school	
2	Composite picture to illustrate the five outcomes for children	photocards
3	Outcomes of SEAL	
4	Children learn how to behave	
5	A class room	
6	Children saying hello and goodbye	
7	A child taking responsibility	
8	Happy and angry people	
9	Adult saying get off the grass	
10	Adult saying walk on the path	
11	Adults and children together at home	
<b>Getting on and falling out</b>		
1	Two girls falling out	photocard
2	Adults talking and ignoring child	
3	Adult 'telling off' a boy	photocard
4	Boy with a broken flower pot	photocard
5	Parents arguing observed by child	photocard
6	Child refusing to tidy up	
7	Quotation	

8	Quotation	
9	Balloon being inflated	
10	Peaceful problem solving poster	

### Going for Goals 1

1	Children climbing	photocard
2	Children learning	photocard
3	Children winning	photocard
4	Child showing off a picture to the class	photocard
5	Anxious child	photocard
6	Display of goals	
7	Picture of an elephant	
8	Photograph of bored child	photocard
9	Sweets	

### Going for Goals 2

1	Children concentrating	photocard
2	Children at school	
3	Child having fun	photocard
4	Children concentrating	photocard
5	Child asleep	
6	Child taking exercise	
7	Child eating	
8	Child drinking	
9	Child and parent playing games together	
10	Child and parent or carer reading together	
11	How am I clever? illustrations	

### Good to be me

1	Introductory slide	
2	Composite of pictures illustrating the 5 outcomes for children	
3	Headlines from newspapers	
4	Happy child	photocard
5	Children showing a range of feelings	photocards
6	Feelings detective poster	
7	Feeling and thinking brain	
8	Balloon being inflated	
9	Child stopping and thinking	
10	Relaxation	SEAL resources
11	Father and daughter	
12	Mother and daughter	
13	Shark	

14	Parent or carer looking frustrated		
<b>Relationships</b>			
1	Introductory slide	photocard	
2	Friendship		
3	Peaceful problem solving poster		
4	Working together in groups		
5	Children playing board game with adults		
6	Dressing up		
7	Children playing imaginatively		
8	Children and adults using construction toy		
<b>Changes</b>			
1	Introductory slide	photocards	
2	Parent talking to baby		
3	Baby and parent looking in the mirror		
4	Baby throwing toy		
5	Two year old		
6	Toddler dressing up		
7	Child in school uniform		
8	Children together		photocard
9	Teenagers		photocard
10	An adult		
11	Composite of children of different ages		
12	Elly and her father		
13	Child refusing to tidy room		
14	Child refusing to eat dinner		
15	Parents/carers playing with children		

## Summary of joint activities for introductory session

Activity	Description	Resources
Blindfold modelling	Adult and child take a lump of clay and have to make a cup and saucer. They are blindfolded.	Protective cloth for table; clay; blindfolds; aprons (adult and child sized).
Feely boxes	This activity involves adults and children taking turns to put their hands in a box and describe the objects to their partner who has to guess what it is.	Five boxes with interesting but familiar objects, for example: toothbrush; Lego brick; soft toy; pan scrubber; old pair of sunglasses.
About me poster	Use the poster. Fill in face to show what your partner looks like. Take it in turns to volunteer compliments to go in the five shapes round the face.	Pens and coloured pens; enough blank 'About me' posters for each participant (adult and child) to have one.
Feeling cookies	Adult reads the situation cards and the adult and child take it in turns to use the icing to decorate the cookies.	Protective cloth; situation cards; cookies; tubes of icing.
Listening story	Adult and child listen to the story. Then they answer questions about the story together.	Listening station; taped story or story on computer; earphones; questions sheet.
Connect Four	Adult and child play a game of Connect Four together.	Connect Four game.
Friendship tokens	Adults and children think of some friendship tokens. These are kind acts that they might do to members of the family to make them feel happy. For example, give Dad a hug, keep quiet when your brother is watching football, play with your baby sister.	Instruction card; format for friendship token; pens and pencils; envelopes
Spinning tops or stacking bricks	Adults and children should work together to see how many tops they can keep spinning one on top of the other. Or how many bricks they can build in a tower. They should take it in turns to add a top or a brick.	Simple spinning tops or wooden bricks.

## Summary of joint activities for workshops

The second half of each of the workshops provides an opportunity for adults and children to complete an activity together. Here are some ideas. You should feel free to change or modify these to meet the needs of the groups and the resources. All the activities should be set up to encourage adult and child cooperation and to allow adults to model some of the skills they have been learning. Some of the activities will need to be demonstrated and others will need some facilitation.

Workshop	Description	Resources (✓ if provided in Family SEAL pack)
New beginnings	Making and playing a board game. Adults and children make the board together using the blank game board. Then have a go at playing it.	Blank game boards; ✓ board game cards; ✓ scissors; crayons/felt pens; laminator and A3 laminator pockets; dice; counters; empty film canisters for shaker.
Getting on and falling out	A variety of relaxation exercises are suggested on the accompanying sheet. Some of these will need a facilitator, others might just be demonstrated to the whole group.	Candles; variety of creams and oils; instruction sheet for simple relaxation. ✓
Going for goals! 1	Adults and children make a star chart together, using the equipment.	Example star chart; ✓ rulers; card; pens/felt pens and crayons; sticky stars; laminator.
Going for goals! 2	Adults and children decorate a shoe box together to put in a variety of activities. Some of these might be provided:  gummed shapes in bag; beads and laces in bag; weaving cards; pipe cleaners and pom-poms (photocopy of instructions); sewing cards and wool; pack of crayons; add the attention checklist.	Suggested resources for challenge box:  shoe box; pens and felt tips; coloured paper to cover box; pictures, old magazines, etc; coloured shapes; glue; scissors sparkly paper, etc.

Good to be me	In this activity it is suggested that the adults and children make a fridge magnet together. This will allow them to show how they are feeling that day. Two designs are suggested.	Fridge magnet template; ✓ sticky back magnetic tape; scissors; card; laminator and laminating pouches.
Relationships	It is suggested that team games are used if there is sufficient space in the room. If not, it is suggested that a team activity such as building a tower out of newspaper and Sellotape is used.	Ideas for team games. ✓
Changes	A craft activity is suggested for the changes theme. This is to make a simple kite using craft materials. Card shapes should be provided for the kite's tail on which the participants can draw or write some of the changes that might happen.	Make your own kite as an example: Bamboo skewers; tissue paper; black bin liners; glue; string or wool; variety of pieces of material; shapes for tail.

# FAMILY SEAL



This is your opportunity to:

- 😊 find out more about how we are using SEAL to help your children be happy and successful learners in school
- 😊 take part in lots of activities with your child, and
- 😊 watch:

## ***That's not fair!***

performed by children in class .....

Date.....

Time.....

Place.....

# FAMILY SEAL



Dear .....

Please come to find out what I am doing in SEAL, play games with me and watch me take part in our play:



***That's not fair!***

on .....

at .....

Love from .....

*listen to a story*

*friendship cookies*

*making posters*

*connect four*

*feely bags*

**DECORATING COOKIES**

*Blindfold modelling*

*Stacking spinning tops*

## Introductory session ideas

### Intended learning outcomes

To introduce the parents and carers to SEAL and encourage them to join the workshop sessions.

### Key ideas

It is important for children to develop social and emotional aspects of learning if they are to be successful in school and beyond.

### Before the session

The children should have prepared a short play for the parents and carers. This might be a dramatisation of one of the stories used in SEAL (for example, That's not fair!) followed by a presentation by some of the children about what they have been doing in SEAL. The presentation might include an opportunity for parents and carers to ask the children questions.

Prepare the eight activities and ensure that they are ready to be used after the play. Arrange for tea, coffee, water and squash for the parents, carers and children.

You will need to create the warm and welcoming environment described in the guidance section, with sufficient adults to support the activities.

Examples of children's work might be displayed as evidence of what they have been learning.

Arrange for staff to facilitate the eight activities.

### Resources for parents and carers session

PowerPoint slides and appropriate equipment

Sign up forms, etc.

Copies of some of the materials from *Excellence and Enjoyment: social and emotional aspects of learning (SEAL)*

### Resources for joint activity

See attached information for the activities.

### What to do

#### Slide 1:

Welcome the parents and carers and put the workshop in the context of the school, the LA and the national perspective.

Share your plan for the session and provide a short explanation of what you will be doing.

- Introduction to SEAL;
- performance and presentation;
- opportunity to try out some activities with their children.

**Slide 2:**

Explain that from the moment a baby is born he or she starts to learn. Each time we look at a small baby, talk with them or play a game with them they are learning. At school we have to plan what we teach the children. We plan to teach skills that will help the children learn effectively and make positive choices about their behaviour in and out of school. The materials we use are called *Excellence and Enjoyment: social and emotional aspects of learning* (SEAL, DfES 0110-2005 G). As parents or carers you have been helping your child learn these skills since they were born and you are still helping them. We think that we will all be much more effective if we work together, share some of the same ideas and talk about them in the same language.

The workshops are called *Family SEAL* and they are all about working together to develop children who are happy and achieve their potential. We hope you will join us in developing *Family SEAL*. If you do there will be opportunities to:

- do activities with your child;
- meet other parents or carers and other people who look after children;
- explore the ways in which we can work together to ensure that your child is happy and successful in school.

Explain that *Family SEAL* is for parents and carers of all children. To us 'every child matters'. Emphasise that *Family SEAL* is not a parenting course. It is designed to help us to work together in partnership with schools, focusing on helping children to develop the skills that enable them to be happy and successful in school.

**Slide 3:**

Explain that the Government asked children and their parents what was important to them. The answer they received was that what children and parents and carers wanted was five outcomes for children:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

Schools are committed to helping children achieve these outcomes. This means that schools must help children to have the skills they need in all these areas.

The school's SEAL programme is about helping children learn the skills that they need to reach these outcomes.

#### Slide 4:

Explain that children want to belong to:

- their family;
- friendship groups;
- social groups such as gym club;
- the school community;
- local community;
- church, mosque, chapel, temple, synagogue (choose the ones that are significant to the children in your school).

Give the participants a few seconds to think about the people who are important in their children's life.

When children start school they really want to do well and belong but sometimes they seem to find it difficult. They just don't seem to have the skills they need to learn, get on with others and behave appropriately.

#### Slide 5:

Explain that the key aspects of learning are the skills that children need to enjoy and achieve in school – in other words the skills that children need to be happy and successful in school.

The cognitive and affective (social and emotional) aspects of learning can be divided into two lists and we are going to concentrate on the social and emotional ones over the next few weeks.

They are:

- self-awareness – this is about understanding ourselves, our thoughts and feelings;
- managing feelings – this is about learning how to manage our feelings so we don't do things we regret later or our feelings don't get in the way of learning. It is also about what you do with those feelings;
- motivation – this is about the skills we need to keep motivated and interested in what we do;
- empathy – this is about understanding the feelings and point of view of others;
- social skills – this is about learning the skills we need to work and play together and form friendships.

Within each of the social and emotional aspects of learning there is a set of skills. Children need to develop these skills so they can behave appropriately and learn effectively. We teach children these skills at school through our SEAL programme. *Family SEAL* is part of our SEAL programme. It is designed to help schools work in partnership with parents and carers so that we can work together to enhance children's learning in this area.

Emphasise that *Family SEAL* is for all children and their families. If a parent or carer can't take part another member of the family will be welcome.

Explain that we are all different. Some children learn to read quickly and others are quick to understand mathematics. Ask the participants, quickly think of your own child – what are they quick at? How are your own children different from each other?

In just the same way, some children learn social and emotional skills quickly, others take longer and might need a bit of help. This means that some children come into school and find it hard at first. For example they might find it hard to sit and listen or they might find it hard to share the toys and other equipment. Most children find school difficult some of the time. I am sure that most of us can think of times when we found it hard to concentrate in school and preferred to look out of the window instead!

You might like to ask the participants to think back to their time in school and ask, 'Can you remember a time when you found it hard?' Provide a few seconds thinking time.

Sometimes we think that children are just naughty when it is really that they have not learnt the skills they need to know what to do.

#### **Slide 6:**

Explain that we are going to start by watching a play performed by your children. We have chosen this play to show you how we work in school to promote positive relationships in school. After the play you will see the children being asked to think about the characters in the play.

This might be followed up by children providing a short presentation of what they do within SEAL and an opportunity for parents and carers to ask any questions to the children and/or the staff.

Remind participants that *Family SEAL* is not a parenting programme. The social and emotional aspects are not just learnt in school. They are learnt throughout the day. This means that we will need to work together to help our children.

*Family SEAL* helps teachers, parents and carers to work together to teach children the skills that they need to be happy and successful in school.

The strategies and ideas that you will be doing in *Family SEAL* will be the same as those that are used in the classroom so we can make sure that the children learn the same things at home and at school.

#### **Slide 7:**

Explain to the parents that there will be seven *Family SEAL* workshop sessions. They will all follow a similar pattern. The first hour will be spent with other parents or carers exploring the social, emotional aspects of learning. The children then join the group for some juice and to take part in a joint activity.

There are seven sessions following the themes of our SEAL programme:

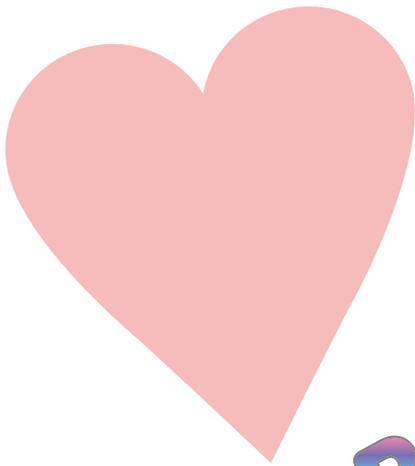
- 1 New beginnings – children show the parents a SEAL circle time and then the parents and carers and their children make a Feeling good about myself game to take home.

- 2 Getting on and falling out – the children and their parents or carers do a relaxation activity.
- 3 Going for goals! 1 – the children and their parents or carers are each given a sweet and told that if they want to eat it then that is OK, but if they wait until after a story has been read to them then they can have two! After break the children and their parents make a star chart.
- 4 Going for goals! 2 – the children are asked to make a playdough model. Whilst they are doing this task a video is played. The parents can watch how these things distract the children. After this each child is given a pack of activities to complete with his or her parent and carer.
- 5 Good to be me – children with their parents and carers make a ‘feelings’ fridge magnet.
- 6 Relationships – children with their parents or carers complete team building activities together.
- 7 Changes – children with their parents or carers make and decorate a kite.

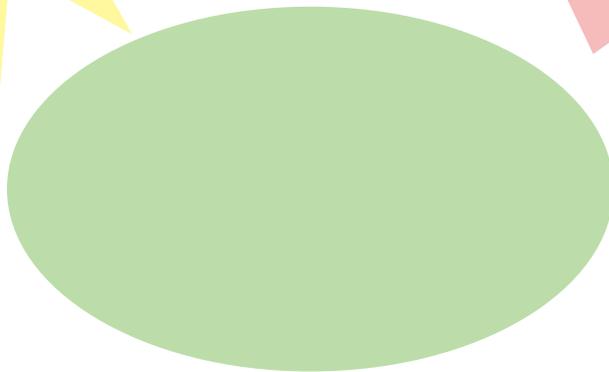
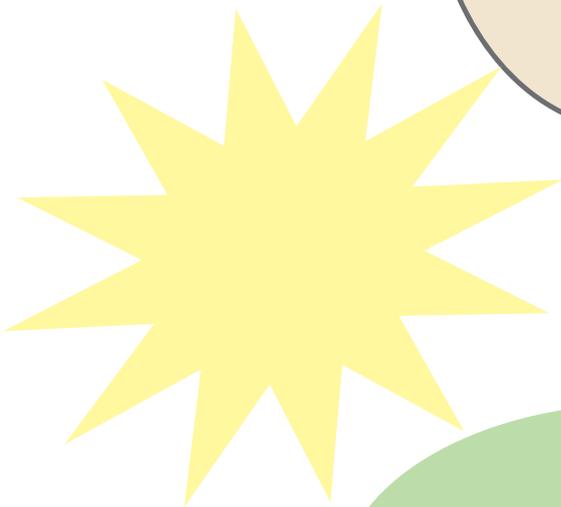
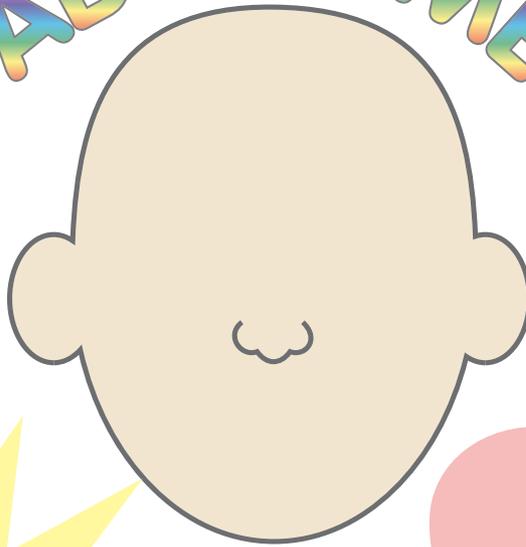
### **Joint activities**

The children will join the group and show and talk about their short play.

The adults and children should then have an opportunity to take part in the activities that have been prepared. Ideally, each activity will be supported by an adult. Remember to ask the children to think about the story and how Parminda felt when she was listened to and when she joined in with the children in the construction area.



# ABOUT ME



**Cookie situation cards**

How would you feel if ...  
your mum gives you a  
big hug?

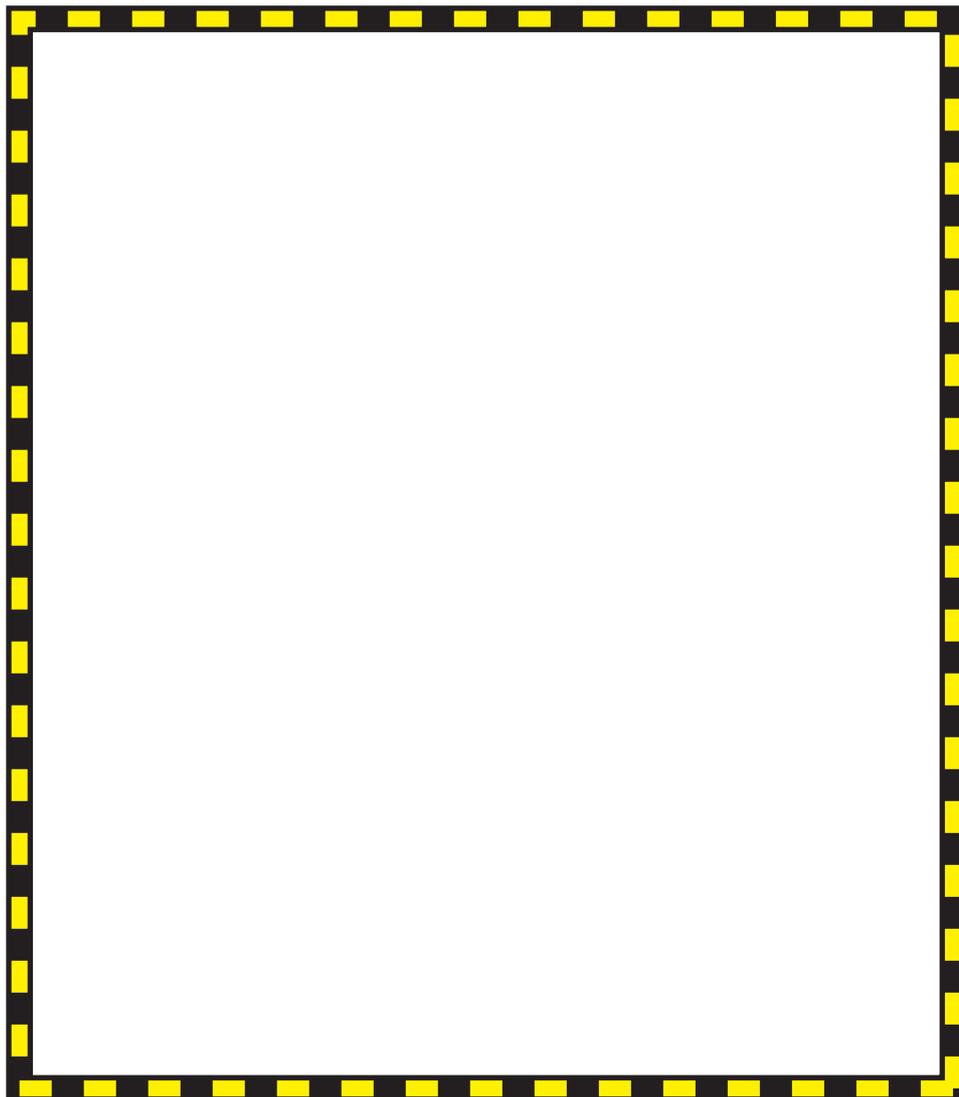
How would you feel if ...  
you lose your favourite toy?

How would you feel if ...  
your child gives you a  
big kiss?

How would you feel if ...  
a friend won't let you play  
a game?

# Friendship token

To .....



From .....

# FAMILY SEAL



**We would like to take part in the Seven Family SEAL workshops to find out more about how we can work together to promote social and emotional aspects of learning.**

**Names:**

**Child(ren):** ..... **Class** .....

..... **Class** .....

**Adult(s):** .....

.....

## Red set resource sheet: Later Foundation Stage

### *That's not fair!*

There was once a little girl called Parminda. She was such a quiet, shy little girl that sometimes the other children in the class did not even notice she was there. Parminda hardly ever got to do what she wanted to do in the classroom, because the other children would push past her and get there first. So she would often just sit quietly in the book corner with her favourite book and think to herself that it wasn't really fair.

Her favourite book was about a giant. He was a very big giant but Parminda liked him. She thought he had a kind, friendly face. 'I wish he would come to my school,' she thought.

One day Parminda wanted to go on the computer but two other children came and took both the places. 'That's not fair,' she thought, but she didn't say anything. She wanted to play with the water but two bigger children pushed in ahead of her. 'That's not fair,' she thought, but she didn't say anything. She wanted to play with the Lego™ but three children grabbed the box and kept all the bricks to themselves. 'That's not fair,' thought Parminda, but she didn't say anything – she was much too shy.

Parminda went sadly over to the book corner and opened her favourite book. She couldn't stop a tear rolling down her face and splashing on to the page.

'What's up then?' boomed a voice close to her ear.

Parminda looked all around but she couldn't see anyone. 'That's funny,' she thought.

'Can I help you?' came the voice again. It was a very loud voice but it was very kind. Parminda looked all around again, but she was quite alone in the book corner.

'Where are you?' she whispered, not the slightest bit afraid.

'I'm here, of course,' the voice bellowed, 'right in front of you.' Parminda looked down at the book she was holding and there, on the page, smiling and nodding at her for all he was worth, was her friendly giant.

'That's right, now you can see me,' he roared, so loudly that Parminda put her finger to her lips. 'Sshh,' she said, 'everyone will hear you.'

'Oh no they won't, they'll only hear me if I want them to hear me,' the giant roared, and sure enough, when Parminda looked round, no one else seemed to have heard anything at all.

'Now then,' boomed the giant, 'what's the problem?'

Another tear rolled down Parminda's face and she said, 'Well, it's just that it's not fair.'

The giant seemed to understand straight away.

'Right then,' he bellowed, and before Parminda knew what was happening, he had lifted one leg, then the other and stepped right out of the page on to the carpet in the book corner.

'Ooh, that's better,' he roared, stretching his arms and nearly knocking the lights off the ceiling. 'Now let's get this sorted out.'

'What are you going to do?' asked Parminda.

'You just come with me,' bellowed the giant, taking Parminda's tiny hand in his enormous one, 'and you'll see.'

The giant was as tall as the classroom and as loud as the ocean but none of the children or the teachers seemed to notice him at all. Parminda was afraid he might tread on someone in his great big giant's boots but he was very careful not to.

First of all they went to the computer.

'Tell them it's your turn now,' roared the giant. Parminda did not feel quite so shy when the giant was standing beside her, so she said, very politely, to the two children who were there, 'May I have a go now, please?' But the two children took no notice of her and carried on playing. Then the giant took a great big breath and roared at the top of his voice: 'THAT'S NOT FAIR!'

The two children nearly jumped out of their skins. They got straight off the computer and said: 'It's your turn now, Parminda.'

'Thank you,' she said, and she and the giant sat down and made some wonderful pictures and printed them off. 'This is fun,' roared the giant.

Later, they went to the water tray. The big children were still there.

'May I have a go now please?' asked Parminda in her quiet voice. But the children took no notice of her and carried on playing. Then the giant took an enormous breath and thundered: 'THAT'S NOT FAIR!'

The children nearly fell over with surprise. They took off their aprons straight away and said: 'It's your turn now, Parminda.'

'Thank you,' she said, and she and the giant had a wonderful time, although the giant couldn't get his apron on, and got a bit wet.

Later they went to the construction area, where three children still had all the Lego™. 'May I play as well?' asked Parminda. But the children took no notice of her and went on playing.

'THAT'S NOT FAIR!' came an enormous voice. The children stopped playing. Their mouths fell open and their eyes were like saucers. They looked nervously at Parminda. 'Would you like to play too?' they asked her. She nodded and they moved over to make room for her. She looked up to see if the giant wanted to play as well, but the giant wasn't there. She looked all around the room but there was no sign of him at all.

When it was quiet time and all the children were in the book corner, the teacher said: 'Now whose turn is it to choose a story?' Parminda knew it must be her turn because she had never, ever chosen the story. Her voice was so small that no one had ever heard her. Lots of children were waving their hands in the air saying 'It's my turn, it's my turn.'

Parminda took a deep breath and said in a clear, firm voice: 'I think it's my turn to choose the story.'

All the children and the teacher turned to look at her.

'Yes, Parminda, I think it must be your turn,' smiled the teacher. 'What will you choose?' Parminda picked up her favourite book, but before she gave it to the teacher, she opened it quickly at her favourite picture. There was the giant with his great big boots and his kindly face. 'Thank you,' whispered Parminda, and the giant winked at her.

**Red set resource sheet: Later Foundation Stage**

*That's not fair!*



## New beginnings workshop ideas

### Intended learning outcome

I can help my child feel good about him or her self.

### Key ideas

- children need to feel safe and loved;
- children need to feel as if they can make a contribution;
- children respond positively to praise;
- children respond when we focus on what we want them to do.

### Some ideas to try out

- think about hi's and bye's;
- give lots of praise;
- give children responsibility, (e.g. jobs);
- focus on what you want your child to do;
- play together.

### Before the session

Find out as much about the children and their families as you can. This might involve spending time in class if the facilitators don't usually work with the children.

Reflect on and record some of the phrases you and other staff use when acknowledging and praising children.

### Resources for participants' session

A copy of the class charter and school charter/rules

### Resources for joint activity

game board  
felt pens  
set of laminated cards to be cut out  
scissors  
laminating sheets (for game boards once they have been coloured in)  
laminator  
dice  
counters  
small plastic re-sealable bags to keep the dice and counters in

## What to do

Remind participants about the introductory session. You might like to share some observations about how the children enjoyed the activities or points about the presentation.

### Slide 1:

Share key ideas for the session.

### Slide 2:

Remind the participants that the Government asked children, parents and carers what was important to them. The answer they received was that children, parents and carers wanted five outcomes:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

Schools are committed to helping children achieve these outcomes. This means that schools must help children to have the skills they need in all these areas.

The school's SEAL programme is about helping children learn the skills that they need to reach these outcomes.

### Slide 3:

A person who feels good about themselves accepts themselves and makes the most of his or her attributes. He or she is more likely to be:

- healthy in terms of physical and mental health;
- happy;
- successful;
- confident;
- able to take risks – there are a lot of risks to take in learning;
- able to make wise choices;
- in positive relationships and friendships.

People who do not feel good about themselves are in danger of becoming so focused on the negative side of their lives that they can no longer see the positive. Depression occurs in people's lives when there is a lack of joy – not when there is too much sadness.

#### Slide 4:

Explain that we believe children learn how to behave. They also learn how to learn and we can teach them these skills. Remind participants of the messages from the introductory session that *Family SEAL* is about learning together how best to help children learn the social and emotional aspects of learning. If we are to be successful, families and school have to work together.

Explain that during the workshop sessions we will be sharing some of the strategies used at school with you and we would like to hear your ideas too. Together we will agree a few ideas to try out between the workshops if you would like to.

The more consistent we are the more effective our SEAL programme will be.

#### Slide 5:

If children are going to develop the social and emotional aspects of learning then their school and home has to be a really special place. When your child is at school we want them to:

- feel safe;
- feel welcome and that they belong;
- feel valued and important to others;
- have a sense of personal power;
- feel able to make a contribution.

Explain that we hope our school makes the children feel like that and we hope it makes you (participants) feel these things when you come to see us at school. Ask participants to talk to the person sitting near you about whether you feel these things when you come into school. What can we do to make you feel these things when you come into school?

Explain that one of the very important things you do in school is for each class to agree its own class charter. It sets out the rights and responsibilities for all the children in the class. These are there to make sure everyone feels confident and safe when they are in school.

Show the participants the class charter from the children's class.

You might like to negotiate a set of ground rules with the group by explaining that it is important that everyone feels safe, valued, happy and can contribute in the group. Everyone should agree with these. It might be more appropriate to suggest some essential ones:

- listen to each other;
- respect each other's feelings;
- keep each other feeling safe – remind them that they are free to join in activities and free to opt out. They will not be put on the spot by the facilitators and should not be embarrassed by others;
- confidentiality – everyone should agree to keep the confidentiality in the group.

Check that everyone is happy to agree to the ground rules. The ground rules will

allow the facilitator to maintain a positive atmosphere in a respectful way by reminding participants of the rules.

**Slide 6:**

Explain that the first idea that we use in school is to make sure that we have positive 'hi's and bye's'.

It is important that children know that we are pleased to see them and miss them when they are not here. By saying hello and goodbye we are signifying how important your child is.

In school each child is welcomed into school each day with a smile. At the end of each day it is important that your child receives your smile too!

**Activity**

Ask participants to get up and walk round the room. They should say hello to as many people in the room as they can in 2 minutes. If they don't know them they should introduce themselves and tell each other their names and the names of their children.

**Slide 7:**

Explain that we all need to feel that we are valued just for being 'me' and not just for the things we can do well!

- Perhaps the most important way we try to do this at school is by taking an interest in your child and what they do. How do you do this? You might need to suggest some ideas, for example, sharing a book or spending time together doing something that they are interested in.
- Another way we let children know we value them in school is by letting them make a contribution or take responsibility. When children are chosen to carry out jobs they feel important and proud. In school when children are given responsibility you can see them grow in stature!
- Another way to let children know how we value them is by increasing the number of times we say positive things to them. We try to say at least six positive things to each negative one. It is hard because sometimes we find ourselves adding a negative one, for example 'why can't you always do that!'

**Slide 8:**

**Activity**

Ask the participants to talk to the person sitting next to them about the question:

What is wrong with these pictures?

Explain that praise is something we use a lot at school but we have to be careful to make sure that it isn't just the words but also the way we say it. Share with the group some of the praise that you used during the day. Try and use the expressions you would actually use.

## Activity

Ask the participants to work with a partner to tell each other about their children and how they let their child know they are pleased with them. It might be:

- the praise they give their child;
- the ways in which they show their child that they are loved and valued;
- the jobs they ask their children to do.

Ask the participants what is the quickest way to get somebody to touch a hot plate? They are bound to say, 'Tell them not to touch it!' Sometimes children feel they have to find things out for themselves. At other times they only hear part of the instruction.

It might help to tell a personal story, for example, the author tells this story:

*One cold morning, I jumped into my car and tried to put down the electric windows only to find that they were frosted up. When my daughter jumped in beside me I automatically said, 'Don't put the window down!' Immediately she pressed the button, to which I snapped, 'Why did you do that?' She replied, 'Because you told me to!'*

### Slide 9:

Ask the participants what they think are the two most common words used when dealing with children. Participants probably will come up with *stop*, and *don't*.

Using *stop* and *don't* does not tell children what we want them to do. Just think about how uncomfortable it feels if we make a mistake or we are caught out doing something wrong!

### Slide 10:

How can we say 'do ...' rather than 'don't'?

Instead of saying:

'Get off the grass', it is better to say 'walk on the path'.

'Don't forget your kit': it is better to say 'remember to bring your PE kit home'.

What is more, if children are continually being told to stop doing something it does not make them feel good about themselves and they might start to think that they can't do anything right. They might then respond by becoming rebellious. Have you ever felt like that?

### **Slide 11:**

#### **Activity**

Ask the participants to work with a partner to rephrase these statements into positive language:

- don't run in the house;
- don't shout;
- don't be so untidy;
- don't interrupt.

### **Slide 12:**

#### **Recap on key ideas**

- your child needs to feel safe, secure and loved;
- your child needs to feel as if he/she can make a contribution;
- give your child lots of praise;
- focus on what you want your child to do.

### **Slide 13:**

#### **Ideas to try at home**

- say lots of positive things and spot when your child is being good;
- try giving your child an extra hug when you say goodbye and a special smile when you pick them up;
- try giving your child a special job at home.

Are there other things that you all do that help and that other people might like to try?

#### **Suggested joint activity**

Adults and children make and play a board game using the blank game board. They should think about the rules of the game.

#### **For the Record**

Gold set (New beginnings) sheet 1 or sheet 2

## Board game instructions

Decorate your board game in whatever way you like to show something about you and your family. You might like to draw a picture of the family at the bottom or draw your favourite things in some of the squares.

Stick a star in 8 of the squares.

You might like to laminate the board if you wish.

How to play:

Each player should choose a counter.

Place all the counters at the start square.

Take it in turns to throw the dice and move your counter round the board. If you land on a star square then pick up a card. Read it out and try and answer the question. An older person might help a younger one.

If you pick up a blank card you should make up a question for someone else in the game.

**New beginnings**

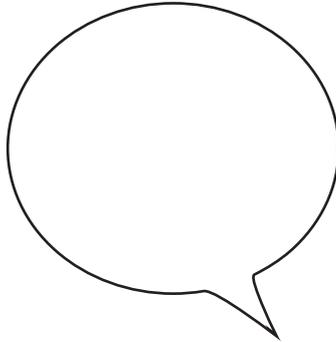
**Board game cards**

<p><b>What things make you mad?</b></p>	<p><b>Where is your favourite place to be?</b></p>	<p><b>What is your favourite story?</b></p>
<p><b>Have you been angry today?</b></p>	<p><b>Who is your Mum's best friend?</b></p>	<p><b>What makes you happy?</b></p>
<p><b>What is your favourite food?</b></p>	<p><b>What do you like doing during the weekend?</b></p>	<p><b>What do you like doing in the week?</b></p>

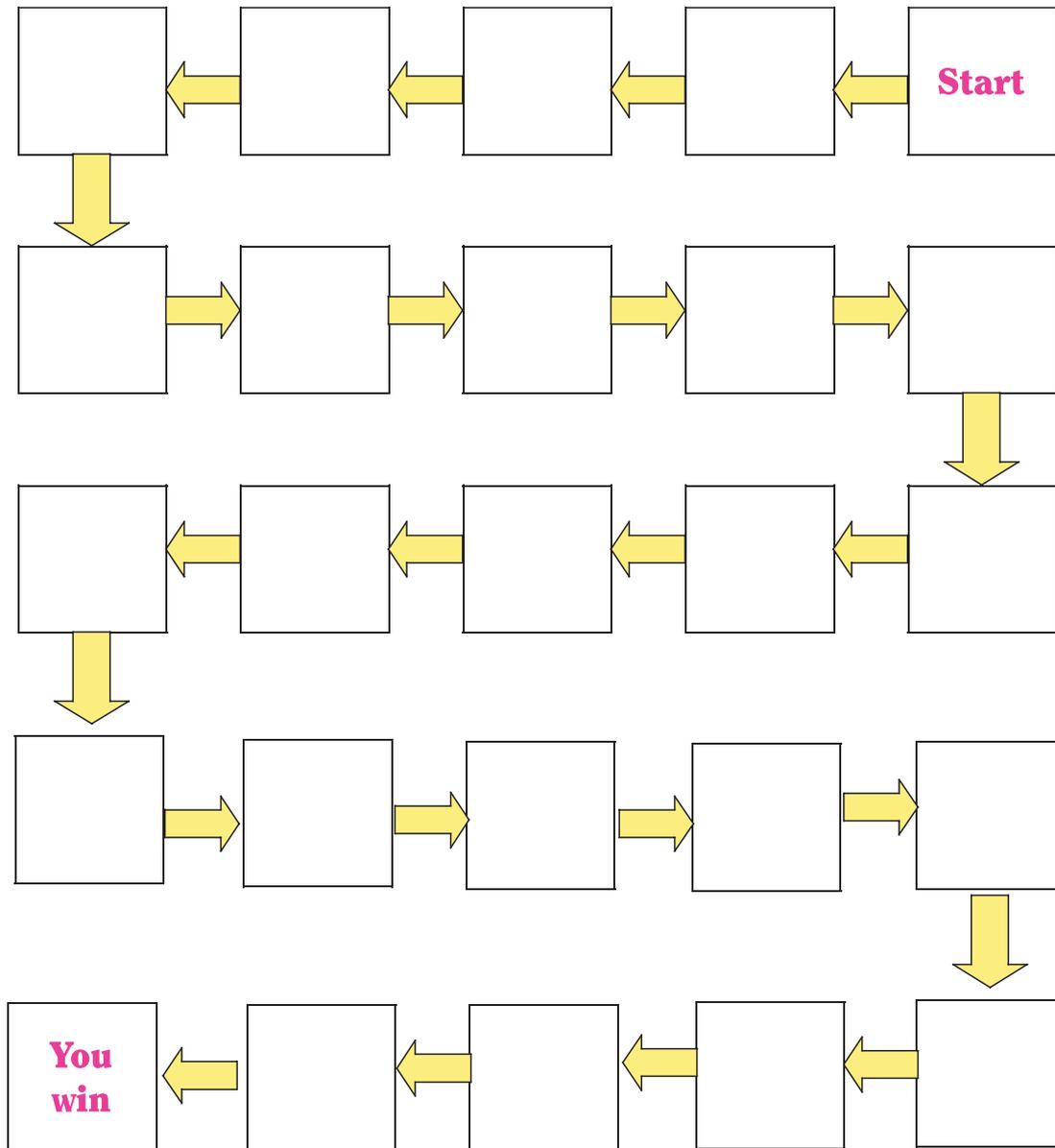
**Who would you like to invite home to tea?**

**What would you like for a special treat?**

**Give a special person a hug.**



# My board game



## **New beginnings**

### **For the Record**

#### **Key ideas**

- children need to feel safe and loved;
- children need to feel as if they can make a contribution;
- children respond positively to praise;
- children respond when we focus on what we want them to do.

#### **Some ideas to try out**

- think about hi's and bye's;
- give lots of praise;
- give children responsibility (e.g. jobs);
- focus on what you want your child to do;
- play together.
- 
- 
- 

#### **What we did together**

We made and played our own game

#### **Our thoughts**

## Getting on and falling out workshop ideas

### Intended learning outcomes

I know what empathy is and the importance of empathy in my child's development.

I can use the *Peaceful Problem Solving* process and help my child to use it.

I am a good listener.

### Key ideas

- it is important to understand the thoughts and feelings of other people;
- it is important to recognise when your child is getting worked up;
- it is important to try and keep calm when your child is getting worked up;
- listening to your child is important;
- children can be taught to solve their own problems peacefully.

### Some ideas to try out

- use your good listening skills;
- help your child to practise their calming down approaches (when your child is calm);
- practise *Peaceful Problem Solving* with your child.

### Before the session

One of the facilitators should be prepared to talk a little about what they did the night before.

Think about how you calm down when you are angry.

Try out the balloon activity and bring in the instructions from page 22 *Getting on and falling out Years 1 and 2* (DfES 1332-2005 G).

Acquire a calming down poster from the children's class or another class and arrange for the children to come to the session to demonstrate calming down or talk about their poster if you wish.

### Resources for adults' session

Calming down poster

Balloon and balloon pump

Peaceful Problem Solving poster from *Excellence and Enjoyment: Social and emotional aspects of learning Whole-school resources* (DfES 1379-2005 G)

## Resources for joint activity

Prompt sheet – hand massage  
Massage oil

## What to do

Remember to recap on the last session and provide time for the participants to share their experiences of using the ideas at home.

### Slide 1:

Share key ideas for the session.

## Introduction

Explain that having disagreements with others is a part of life, especially when we are young. We have to learn how to get along with other people and to solve problems if we are to have strong friendships and relationships.

One of the first steps is for children to recognise and understand people's feelings and point of view. Understanding the feelings and thoughts of others is called empathy. Empathy provides the understanding that allows us to get on with each other and the motivation to be kind and friendly. When children are able to think about how the other person is thinking and feeling it becomes easier to resolve conflicts. Being able to resolve conflicts is one of the most important life skills.

### Slide 2:

To be able to understand another person's point of view we have to:

- recognise our own feelings;
- recognise how the other person is feeling by looking for clues in facial expressions, in body language and tone of voice, and the situation;
- show care and understanding.

Children have to learn that their own feelings may be different from other people's feelings in the same situation and that other people have different points of view from themselves.

### Slide 3:

Ask: 'How do you think this child might be feeling and thinking?'

Explain that talking without empathy to our children ignores the way they are feeling and makes them feel different to everyone else. When we solve problems for children without listening to the feelings behind the words the child is likely to feel that nobody understands him or her!

Use the story about the author and her daughter below, or your own story with the same message.

One day on our way to school, Lucy said that she had an enormous spot on her face. I glanced over and had to look very carefully before I noticed a tiny pink blemish. Immediately I started to say, 'Don't be silly! Nobody can even see it!'

Then I remembered that I was trying hard to show empathy and I quickly bit my tongue before saying, 'Do you feel that all your friends will notice?' 'Yes,' she replied. I told her that I could guess how she might be feeling because I had been in the same situation many, many times. She asked me if anybody had noticed my spots. I was then able to reassure her that nobody had and that it was very unlikely that anybody would notice her spot either.

In this example the author acknowledged Lucy's feelings and made her feel like everyone else. This took the strong emotion out of the situation and allowed them to talk about it and solve a problem! Nice work!

#### **Slide 4:**

Look at the picture. Talk to the person next to you about what you might say if this was your son.

When something goes wrong it often helps to make a straightforward statement to start the discussion. For example you might say: 'I see the plant pot broke.'

Try not to probe. Interrogation just makes children clam up. Try to avoid asking questions that you already know the answer to, like:

'How on earth did you do that?'

This sets a tone of mistrust.

What would happen if you tried this out?

#### **Slide 5:**

Ask:

'How do you think this boy might behave if he falls out with his friend?'

Children learn how to behave. They watch, they listen and then they copy and practise. Children are watching adults like hawks all the time and learn more from the way adults are behaving around them than from what they are saying.

Children learn from us whether we like it or not. If children are used to watching us shout when we fall out what do you think they will do when they fall out with their friends?

If you are feeling brave and confident with the group why don't you (facilitators) role-play. For example:

- 'I can't find the pens' (search in bag);
- 'What do you mean you **can't find the pens?** You mean you forgot the pens. I asked you to remember one thing and you can't even do that properly!'

Explain that when we are tired or pushed for time it is easy to speak without taking account of how the other person is feeling. Ask the group:

How do you think the facilitator felt when they were spoken to like that? Elicit some of the feelings that the facilitator might be feeling and ask her or him for feedback. Make sure you make it clear that you wouldn't normally behave like that and apologise.

## Activity

It is the same when we talk to children especially if they are having a temper. Just imagine you are in the shops and your child starts fussing for a new toy.

What would you say?

Talk with a partner to decide what you might say if you were being empathetic in this situation.

### Slide 6:

Listening to children is so important. Listening to children is showing children that they are important. It helps us to become closer to our children.

If we consistently listen to children and model 'compromise' children will copy it.

## Activity

You will need two facilitators for this next activity. One of the facilitators should tell a story about what they did last night. It might be what they watched on television and what it was about. The other facilitator should demonstrate poor listening. They should:

- fidget;
- look away;
- butt in.

Ask the participants what was wrong with the listener's behaviour and ask for suggestions as to what they could do better. Repeat the activity but this time use the ideas generated to show good listening skills.

## Work in pairs

Give the participants an opportunity to experience good and bad listening in pairs. They might like to tell each other about their child – include any cute or funny things that they have done. Or they might repeat the activity above. You will need to give a little thinking time.

Ask the participants how it felt to be listened to.

### Slide 7:

Explain that this is what two wise people said about feeling angry.

Emphasise that feeling angry is OK. It is normal. We all feel angry at times. Sometimes feeling angry motivates us to do something about a situation but sometimes feeling angry gets in the way of solving a problem, particularly when we fall out with someone we care about.

Remind participants that it is important to teach children it is alright to feel angry but it is not alright to hurt others, to hurt yourself or to break anything because you feel angry.

### Slide 8:

Use the balloon activity from *Getting on and falling out Years 1 and 2* (DfES 1332-2005 G) to demonstrate how anger builds up. It can start off small and then ...

Participants should each offer in turn something that makes them or a member of their family feel angry. With each offering put a little air into the balloon. When everyone has had at least one go and the balloon is full of air, let it go! Explain that anger is a bit like the balloon. All our frustrations build up until we can't keep our anger in check and it sometimes feels as if we explode.

If a child can't manage their behaviour when they are angry it gets them into all sorts of difficulties in school. Often other children will wind them up and then walk away leaving them to take the consequences. Children that cannot manage anger can be bullied because they can be wound up so easily.

### Slide 9:

Explain that at school children learn about how to resolve conflict using the *Peaceful Problem Solving* process.

It really helps if children can be helped to use it with real problems at home, for example:

If your children are squabbling about a particular toy:

- try to keep calm (explain that they will learn more about this in a minute);
- ask them to take turns to tell each other what the problem is (remember, each child may see the problem differently);
- repeat what they have said in simple terms;
- ask them to think of a solution which is fair – you may have to suggest some. The solution may be simple, e.g. one child plays with the toy now and then gives it to the other in half an hour's time;
- they should then try out the idea;
- if you have time you might encourage them to talk through what they did.

Explain that you are now going through the *Peaceful Problem Solving* process and explain it in more detail.

### READY

When we are angry we often lose touch with the thinking side of the brain and just act on impulse. However it only takes **six** seconds to override the emotional side of the brain. This does not mean that we will not feel angry any more but it does mean that we can think more clearly about what we should do. Encourage children to practise ways of calming down and regaining control.

One way of encouraging children and adults to stop and think is to ask them to 'remember the six second rule'.

Bring in one of the posters made by the children about their calming down

strategies and share the ideas with the participants. You might ask some of the children from one of the classes who have made a poster to demonstrate or explain their own ideas for calming down.

Here are some ideas:

- take six deep belly breaths;
- think about a favourite memory or place;
- think about how the other person is feeling;
- count to ten slowly;
- count backwards from ten slowly;
- think about one thing you like about the other person;
- close your eyes and say to yourself, 'I can stay calm. I can stay calm.'

Ask the participants to talk in pairs about their own ideas.

## STEADY

Once calm explain that we teach children to think about:

What is the problem (what is making me feel angry)

It is important that children take it in turns to let each other know the problem from their point of view. It helps if they say:

- how they are feeling;
- what happened from their perspective;
- what they would like to happen.

You might like to explain this in more detail using an adult example:

'I felt really worried **when** you were late back from work **because** I was looking forward to going out. Please phone me next time to check I haven't made arrangements.'

## GO

It is then time to try out the ideas. Sometimes it is useful to replay and think about how successful the ideas were.

**Slide 10:**

### Recap on key ideas

- Understanding others' thoughts and feelings are important (empathy);
- recognising when you get worked up and keeping calm are important;
- listening to your child is important;
- children can be taught to solve their own problems peacefully.

## Slide 11:

### Some ideas to try out

- Use your good listening skills;
- help your child to practise their calming down approaches (when your child is calm);
- practise *Peaceful Problem Solving* with your child.

Don't forget to ask participants if they have any ideas they would like to try or anything that they do with their child that might be helpful to others.

### Suggested joint activity

Use the relaxation activities. You will need to decide how best to organise this.

### For the Record

- Ideas for calming down (SEAL resources);
- *Peaceful Problem Solving* poster (SEAL resources);
- Gold set activity.

## Getting on and falling out joint activity workshop

### Relaxation activities

#### What you will need:

Bowl of warm water  
Relaxing music CD/tape  
CD player/tape recorder  
Perfumed candle (safely positioned)  
Massage lotion/oil (check for allergies)

#### What am I drawing?

The adult sits behind the child and draws a shape on the child's back. The child has to guess what it is. Swap over so child draws on adult's back. This might be a shape or a letter or number. If there is more than one adult or child they can sit in a row then all turn round.

#### Draw a snake

The adult and child sit as before and say the rhyme, *'I draw a snake upon your back. Which finger did I dot it with?'* The adult draws a snake and then dots it with one of their fingers. The child has to guess which finger was used. Swap roles.

#### Back and shoulders massage

Massage is a great way of being close to your child. Play some relaxing music and light a scented candle or incense stick (make sure this is in an inaccessible and safe place). Find a quiet space where your child can lie down comfortably on their tummy.

Start by gently massaging/stroking your child's shoulders in circular movements. Draw wavy lines across your child's back and then down your child's back. Now tap your fingers very gently like raindrops over your child's shoulders and down their back. Make small circling movements with thumbs along your child's spine, taking care not to apply too much pressure. Finish by gently stroking your child's back and shoulders.

When you are at home you might like to use a lotion or oil if you wish but check for allergies.

#### Foot Spa/massage

Start by soaking your child's feet in a bowl of warm scented water, with bath oil or foam in it.

Wrap your child's feet in a warm towel and dry carefully. Using baby lotion/oil, gently massage your child's feet, working around the toes and the ball and heel of the foot.

## Creative visualisation

The facilitator might like to do this relaxation with a group. Play some relaxing music. Ask the parents, carers and children to sit or lie in a comfortable position. If sitting make sure they are sitting with their bottoms at the back of the chair and their feet flat on the floor. Now read out the following:

*We are going to close our eyes and imagine that we are on a beach by the sea. Imagine you are lying on the soft white sand. You stretch out and wiggle your toes in the warm sand. It trickles between your toes. The sky is blue with hardly a cloud in sight. The sun is beating down on you and making you feel warm all over from the hair on your head, your face, your body, your legs right down to your toes. The sea is beautiful; shades of blue, green and turquoise. You listen. You can hear the sound of gentle waves breaking on the shore, moving in and out, whoosh (pause) whoosh. You feel so peaceful and sleepy. This is a wonderful place to be.*

The participants should carry on listening to relaxing music for two minutes before prompting them to slowly open their eyes and turn to their child and give them a cuddle.

## One to one songs

### I'm coming

*I'm coming to tickle your tummy, your tummy, your tummy,  
I'm coming to tickle your tummy,  
Just like this.*

Let your hand hover over the child's tummy, to build anticipation.

### Round and round the garden

Child might sit on adult's knee, facing the adult or they might just sit facing each other.

*Round and round the garden, (trace round child's hand)  
Like a teddy bear, (continue to trace round the palm of the child's hand)  
One step, two step, (use hand to take steps up the child's arm)  
And a tickle under there. (gently tickle the child's arm pit)*

### A little round face

*A little round face, (gently draw a circle with your finger round their face)  
A little round nose, (gently draw a circle with your finger round their nose)  
Two round eyes, a pair, (gently draw a circle with your finger round both eyes)  
A little round mouth (gently draw a line along their mouth)  
With rows of teeth (gently draw downward lines for teeth)  
And lots and lots of hair, (ruffle their hair)  
That's you. (gently poke child's tummy)*

## Getting on and falling out

### For the Record

#### Key ideas

- It is important to understand the thoughts and feelings of other people.
- It is important to recognise when your child is getting worked up.
- It is important to try and keep calm when your child is getting worked up.
- Listening to your child is important.
- Children can be taught to solve their own problems peacefully.

#### Some ideas to try out

- use your good listening skills;
- help your child to practise their calming down approaches (when your child is calm);
- practise 'Peaceful Problem Solving' with your child;
- 
- 
- 

#### What we did together

We tried out some ways to relax.

#### Our thoughts

## Going for goals! 1 workshop ideas

### Intended learning outcomes

I can help my child to feel successful.  
I can encourage and motivate my child.

### Key ideas

- self motivation and why our child needs it;
- giving praise and feedback;
- aiming high for all children!
- thinking and explaining learning.

### Some ideas to try out

- Look for things our children are doing well and let them know we know;
- ask them each day to tell you three things that they have learnt;
- set your child a goal and use a star chart to help them to achieve it.

### Before the session

Lay out the objects for Kim's game, or it might be more fun if you asked children to walk by carrying the objects like the conveyor belt on the *Generation Game*. If you choose to do this you will have to organise it.

Ask the class teacher to write a card for each child listing some of the strengths of each child in the group, for example it might be 'being a good friend', being a 'good listener'. They don't need to be best in the class, a relative strength will be enough. They might like to ask the child for their views too.

Find some of the goals children thought of from the last time the theme *Going for Goals!* was used with the children.

### Resources for adults' session

For Kim's game, about 20 objects. These can be toys, household objects, garden objects etc.

A cloth to cover the objects

### Resources for joint activity

Handout – star chart  
Example star chart  
Rulers  
Laminating sheets – A4  
Paper/card  
Sticky stars

Felt pens/crayons/pens  
Scissors  
Magnetic tape  
Sweets or marshmallows

### **What to do**

Remember to recap on the last session and provide time for the participants to share their experiences of using the ideas at home.

#### **Slide 1:**

Share the key ideas for the session.

#### **Slide 2:**

### **Activity**

Ask participants to describe their child, making sure they say something about the way they look, their strengths and their interests. Give out the card with the children's strengths for the participants to use. Think how long your child has practised to learn their strength. Children often use a lot of motivational skills to complete things that they are interested in.

### **Activity**

We are suggesting that participants are involved in a short competitive game as a group. Kim's game is suggested but any simple activity can be used. The idea is for participants to get into the spirit of a session about trying to understand motivation. They should work as a team to complete the activity. Avoid participants feeling threatened or inadequate in any way. You know your group so you should match the level of demand to the group.

Lay out a variety of objects on a tray underneath a tea towel. Allow one minute for the participants to look at the objects, or have volunteer children walk by in a line. Then appoint a scribe per team and allow two minutes for the participants to tell the scribe all the objects they can remember. Provide an opportunity for groups to check how many objects they remembered and identify a winning group.

### **Slide 3:**

Ask the participants in the winning group how it feels to win.

Ask the participants who lost how it feels to lose.

We try hard for the positive feeling of winning and to avoid the negative feelings associated with losing.

Now ask the participants:

'If you did a favour for a neighbour how would it feel if they bought you a surprise bunch of flowers? Would you do them another favour? How would it make you feel?' Give them a few seconds to think.

Participants may say that it makes you feel special, valued and important. Feeling special, valued and important motivates people. This is a type of external motivation.

Ask: 'How do you encourage your child to do something they really don't want to do?'

Get a list of ideas. Perhaps sort them into things we say, promise, threaten, etc. Include ideas from the participants and from the facilitators.

### **Slide 4:**

We can motivate children to do something or to behave well by using external motivators. External motivators include things that make us feel good inside. We can use attention, praise, and rewards such as stickers and certificates. Bring in examples to show the participants.

It is useful to use external motivators to encourage children to start something they think is hard, boring or they don't enjoy. If we rely on this long term we are training children to strive for praise and attention rather than for the personal sense of satisfaction gained by feeling good about themselves, being proud of a piece of work or of behaving well towards others.

Giving children praise when they have done something well encourages them to do it again. Children that receive a lot of praise at home are happier and more successful in school.

Ideally, we should be saying something positive six more times than we tell them not to do something! Hard to do! It is much easier to say stop! Don't! Get off!

Ask: 'What do you do when your child brings home a certificate or a sticker?' Share ideas. 'Can you think of a way of showing you value the rewards your child has received at school?'

At school we praise effort. It encourages children to keep on trying and lets them know that you are proud of them because they have tried.

Explain that we have talked about using praise and rewards as a way of motivating children externally. We are now going to think about encouraging children to motivate themselves or self-motivation.

At school we try to:

- make sure children feel safe enough to learn and feel safe enough to try. We try to create an atmosphere where they won't be put on the spot and made to feel inadequate or silly;
- give feedback or specific praise rather than general praise. It encourages self-motivation if you say, 'I love the colours you have used in the picture' rather than just 'That's a good picture.' 'Parminda looked really pleased when you ...';
- encourage the children to believe in themselves. 'You can do it if you try ...';
- set high but realistic expectations by working with the children to set their own goals and targets;
- tell them when they have achieved something and make sure that they feel it is OK to feel proud about it;
- talk about what they have learnt, not just what they have done;
- point out why the things we are learning are important.

### **Slide 5:**

Children need to feel safe before they can learn. If a child is worried, anxious and upset he or she will not be able to focus on learning.

Explain that one of the greatest gifts we can give to our children is belief in themselves. If we show children that we expect them to do well in school we are showing them that we believe in them. This makes a big difference.

### **Activity**

In pairs discuss:

- What are your dreams and aspirations for your child?
- What are your child's dreams?
- How do you encourage him or her to believe in themselves enough to achieve their dreams?
- How do you encourage your child to aim high and keep going when they get fed up?

The greatest gift we can give our children is optimism and hope. Encourage them to follow their dreams. We don't want them to regret that they didn't aim high.

If we want children to do well we must show them that we believe in them. If we tease them about their aspirations they will grow up believing that they don't have a chance of following their dreams and will not try to do so.

### **Slide 6:**

Explain that in the SEAL programme at school children are encouraged to set goals for themselves. You might like to invite some of the older children to come and share some of the work that they have been doing. Show the list of children's goals from last year's *Going for goals!* theme work.

Suggest that participants might like to help children learn about setting goals and planning to meet the goal by helping them to:

- save up to buy a new toy;
- use a sticker chart to help in improving a behaviour;
- learn how to ride a bike.

Explain some of the ways you make a fuss of children's achievements at school – you will have your own schemes, e.g. monitors, Star of the week, good work assemblies, displays, certificates, letters or notes home etc. Bring in some examples.

Remind the participants that making a fuss of children when they have achieved something – at school or at home – helps them to develop a sense of achievement.

### **Activity**

Talk to someone you don't know very well (NB you will need to judge whether participants will feel confident to talk to someone new) and answer this question:

- 'How do you show that you value your children's achievements?' Share with a partner.

### **Slide 7:**

Explain some of the ways that the school encourages the children to reflect upon their learning e.g. in plenaries, journals etc.

It is important to think about what we have learnt several times to ensure it goes into our long-term memory.

At school we don't have the opportunity to listen to all the children all of the time. You could help by asking your child what they have done at school. Remind the participants not to be disappointed if the children say 'nothing'; they just need a few prompts to help them remember.

Schools – give children a reminder at the end of the day of the things they have learnt today so that they are fresh in their minds when they meet dad at the door!

Suggest that they use the prompts from *New beginnings* sheet 1 from the gold set to help your child think about what they have learnt during the day.

### **Slide 8:**

Children will learn better if they understand how they will benefit from the learning.

How can adults help their child to understand the importance of learning?

Some examples are:

- you need to count the knives and forks to lay the table;
- you need to read to find your way around.

### **Slide 9:**

#### **Recap on key ideas**

- the importance of self motivation;
- giving praise and feedback;
- the importance of aiming high for all children;
- setting goals and targets;
- thinking and explaining learning.

It would be a good idea to share any of the things you have learnt today.

### **Slide 10:**

#### **Some ideas to try out**

- Increase the amount of praise you give to your child and try and use specific praise;
- look for things he or she is doing well and tell them you have noticed;
- ask your child each day to tell you three things that he or she has learnt today.

Ask the participants if they have any other ideas about what they might do as a result of the workshop.

### **Slide 11:**

Explain that there is just one more idea to explore in this workshop. That is the idea of being able to wait for what we want. This is sometimes called delayed gratification and it is an important skill. Ask if they use it at home. For example – I will have a cup of tea when I've finished decorating this section of wall.

If children have this skill it helps them to work hard towards a goal without giving up. The children who do well in school can motivate themselves and work towards a longer-term goal. Explain that when the children come in you are going to give them the Marshmallow Challenge. Each child and adult will be given a marshmallow. You are then going to read a short story. If they wait until the end of the story before they eat the sweet then you will give them another one. They will all have the impulse to eat it straight away and have a goal to get another one. What do you think your child will do?

#### **Children's activity**

The children are each given a marshmallow or sweet and are told that if they want to eat it they can do so. But, if they wait until after you have finished the story then they can have another one. Put a sweet in front of each adult and child and then read them the story. Give another sweet to everyone who has kept their first sweet.

### Joint activity

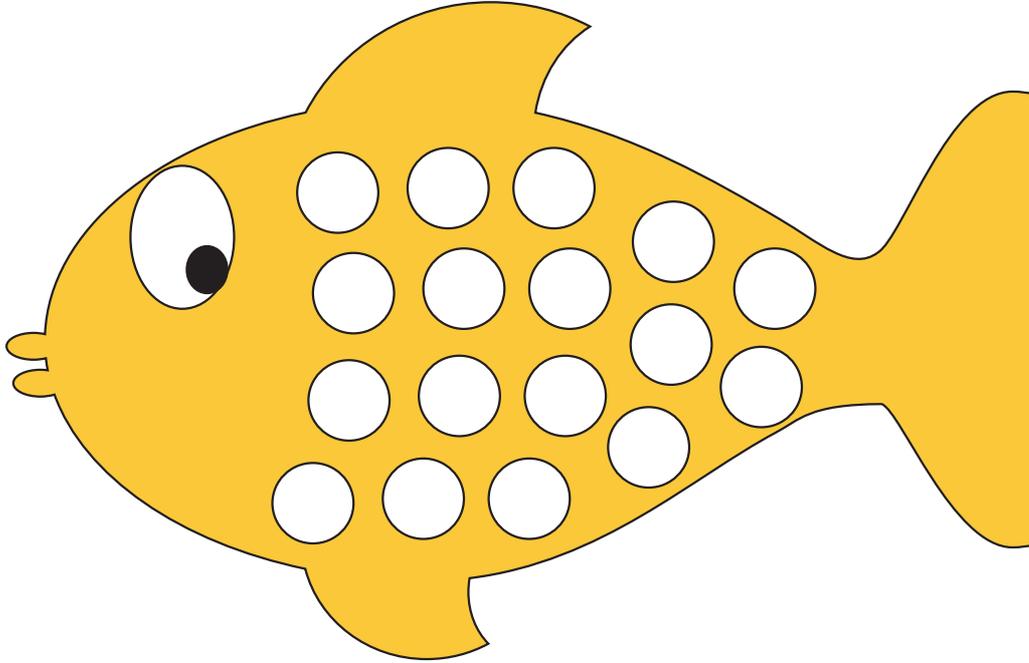
Make a star chart. You might like to use these sample star charts as suggestions, but encourage the participants to design and make their own charts.

### For the Record

- Gold set (*New beginnings*) sheet 1
- Gold set (*Going for goals!*) sheet 1

## Going for goals! 1 joint activity

### Sample star charts



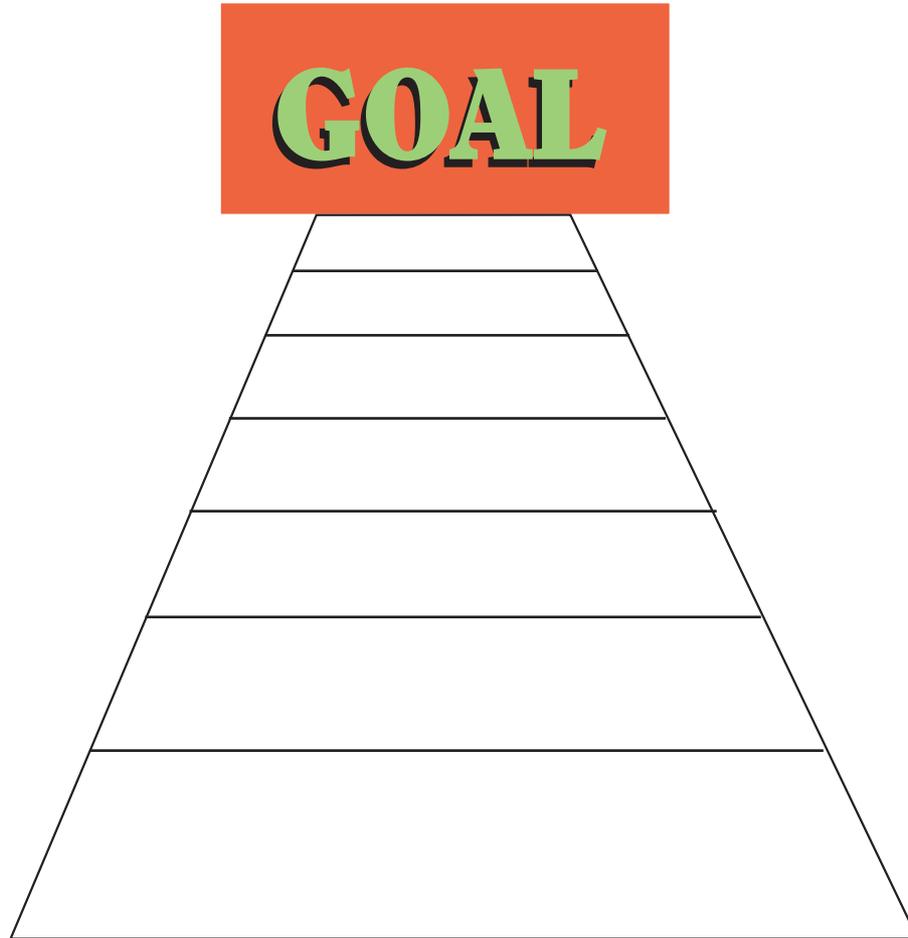
In these star charts you would colour in a spot or stick a star when you have achieved one step towards your goal. If your goal is to go straight to bed without making a fuss, you might fill in a spot for getting undressed by yourself, for getting into bed, for staying in bed ...

If your goal is to save up for a new toy by helping at home, colour in a spot or stick a star each time you complete a job.

Your task is to make your own star chart together and agree a goal.

## Going for goals! 1 joint activity

### Sample star charts



In these star charts you would colour in a step or stick a star when you have achieved one step towards your goal. If your goal is to go straight to bed without making a fuss, you might fill in a spot for getting undressed by yourself, for getting into bed, for staying in bed ...

If your goal is to save up for a new toy by helping at home, colour in a step or stick a star each time you complete a job.

Your task is to make your own star chart together and agree a goal.

## Going for goals! 1

### For the Record

#### Key ideas

- Self motivation and why our child needs it
- Giving praise and feedback
- Aiming high for all children
- Thinking and explaining learning

#### Some ideas to try out

- look for things our children are doing well and let them know we know;
- ask them each day to tell you three things that they have learnt;
- set your child a goal and use a star chart to help them to achieve it;
- 
- 
- 

#### What we did together

We made a star chart and decided what our goal was.

#### Our thoughts

## Going for goals! 2 workshop ideas

### Intended learning outcomes

I can help my child to pay attention and concentrate.  
I have thought about how my child learns best.

### Key ideas

- we need to attend and concentrate if we are to learn;
- we need to learn good attention skills;
- where we learn is important;
- we can't learn if we are hungry, tired or thirsty;
- we all learn in different ways and are good at different things.

### Some ideas to try out

- share a book with your child;
- find time to complete activities together;
- sing 'action' rhymes together;
- think about setting a regular bedtime.

### Before the session

Prepare the children so that they can do an action rhyme.

### Resources for adults' session

Television and video player

Cassette player

Video

Music CD or tape

Plasticene or modelling material

Quiz sheet – 'the missing word'

Flipchart/paper/pen

Pencils and paper

Examples of books to use as visual aid and to encourage children and parents to look at books

A 'Big Book'

How am I clever? resource sheet, *Going for goals!* yellow set (SEAL CD-ROM DfES 1319–2005 CD)

## Resources for joint activity session – challenge activity box

Box  
Sparkly paper  
Glitter  
Pictures  
Attention checklist (created by participants)  
Pens  
Glue

### What to do

Remember to recap on the last session and provide time for the participants to share any special moment over the week and what happened if they tried any of the ideas from last week.

#### Slide 1:

Share the key ideas for the session.

Explain that the purpose of today's workshop is to look at why it is important that children can pay attention and concentrate at school and to explore how we can help children to build up the skill of being attentive.

The ability to concentrate will ultimately help your child to:

- stay safe;
- be healthy;
- enjoy and achieve;
- make a positive contribution;
- achieve economic well-being.

### Activity

Ask participants what they think their children are doing now. Give some thinking time and then ask for ideas. How is it different from when they were at school?

#### Slide 2:

Use pictures of the school day to take the participants through a typical child's day in the Foundation Stage and then in Year 6. Encourage participants to contribute. You might like to encourage them to think about whether they remember doing these things when they were at school. Mention carpet time/big books/study skills. You might like to ask them to fill in what their children do before and after school so you get a whole picture.

Children have to be able to listen well and concentrate if they are going to learn.

Explain that an average child spends approximately 65% of his or her time getting on with learning. But some children find it harder to concentrate and attend and this causes particular problems. They might be distracted and get into bother or they might just day-dream!

### Slide 3:

Remind the group that these days children are used to being stimulated by a lot of things:

- television/video;
- computer games;
- toys with bangs and whistles.

Children seem to expect this type of stimulation at school if they are going to learn.

Explain that little children are interested in the strangest of things. This author's daughter, Lucy, liked playing with buckles and would spend hours concentrating on buckling and unbuckling her shoes. Ask the participants to share with a partner the things their children kept on doing when they were young.

Explain that children have to learn the complexities of paying attention. It starts when they are very little and they play simple games with an adult. They continue to benefit from this one to one with an adult. At school this is difficult as there might be only one or two adults to a class of thirty.

Some ideas to encourage children to learn to attend and concentrate are jigsaws, puzzles, baking, threading beads etc.

### Activity

Explain that you are going to give the participants a short quiz but emphasise that it is a bit of fun. Whilst participants are completing the quiz put on loud music and play a video. Watch to see how long it is before anybody is distracted.

When the quiz is completed give praise and tell the participants how well they did to attend and concentrate with all the distractions going on. Ask:

- Who found the distractions annoying?
- How did it affect your ability to complete the quiz?
- Did it stop you thinking or being successful?

Explain that as we get older we get better at attention skills and concentrating and better at ignoring distractions. A good concentration or attention span for an adult is forty-five minutes. How long can your child concentrate for?

### Slide 4:

Explain that there is more to attention than being able to concentrate for a long time.

There are four main parts:

- being able to focus our attention. This allows us to choose one thing and then get started. Young children find it hard to choose what to do but once they do they often get completely lost in it;
- being able to sustain concentration on the task for a time;
- being able to resist distractions allows us to keep going;

- being able to shift attention (this is perhaps the most difficult). We can stop what we are doing for a short time but then remember where we were and go back to it.

### Activity

Think about your child or children. Talk to a partner about when your child can concentrate well and when he or she finds it more difficult.

Developing the skill of attention is a long process and many children find it hard to meet the demands made upon them by the school environment. Children continue to improve their attention until they reach adolescence.

Explain that there are some really important things a child needs if they are going to learn, attend and concentrate. Show the pictures:

#### Slide 5:

A child that does not get enough sleep may not appear tired. However, they will not be able to pay attention or concentrate for long periods of time. Often children who do not get enough sleep flit from one activity to another – although this looks as if they have too much energy it is actually the opposite! In a study of sleep and behaviour problems, John V Lavigne et al (cited in *The Thinking Child*, Nicola Call, p.32) described the relationship between lack of sleep and behaviour problems.

#### Slide 6:

If your school uses Brain Gym™ you might like to do some of the exercises with the group. Ask the participants, ‘What exercise do you and your children do together?’

#### Slide 7:

Children who are hungry can’t attend and concentrate.

#### Slide 8:

Explain the school policy on drinking water. Many schools allow children to drink in class, others have drinking fountains.

### Activity

Discuss with a partner your child’s favourite food and drink and how you encourage them to eat and drink sensibly.

### Activity

Explain to the participants that you are going to read a short story from the SEAL curriculum resource and then give them a test about it.

Read the story *The fourth son* from *Going for goals! Years 5 and 6* (DfES 1349-2005 G) page 10.

Questions may include:

What did the spirit give to the four babies?  
Why was the mother surprised at the end of the story?  
What helped the fourth son?  
Which gift would you like for your son?

Ask the participants to reflect upon how well they concentrated on the story. Try to come up with a list of things that helped them to concentrate.

Together try to come up with a list of reasons why they listened and write it up on a flipchart. Compare to the list above. It might include:

- interested;
- expectations/knew you were going to ask us questions;
- quiet atmosphere;
- comfortable;
- alert and fed;
- surroundings;
- politeness.

Ask the participants to talk together about some of the things that help their child attend and concentrate. Bring the group together and construct a list. Make sure that a variety of ideas are suggested by joining in with your own ideas. Write these up and photocopy them to put in the activity box.

The list you come up with together might include:

- the right environment – quiet, warm and comfortable;
- not hungry, thirsty or tired;
- high but realistic expectations. Children need to know that they are expected to complete the task;
- relevant to the child so that they can understand the benefits and want to do it;
- helping them to focus and get started by doing a bit of a task together;
- saying positive and encouraging things will help children feel positive and confident and believe in themselves;
- showing what to do;
- setting a time limit;
- visual reminders.

### **Slide 9:**

A good way to help children to improve their concentration and attention skills is through games. Some ideas:

- I spy ...
- Consequences
- Simon says
- Action rhymes

Games which involve looking at each other and doing actions together help children to develop attention skills.

**Slide 10:**

Some children enter school having heard 4000 stories (on average about two stories a day). Some children enter school never having had this experience. Telling children stories or sharing a book with children helps them get ready for school.

When you read or tell stories to children it helps to keep their interest if you can use different voice levels (e.g. whispering), this helps children to develop a range of voice levels themselves.

**Slide 11:**

The SEAL curriculum resource encourages children to identify how they learn best. All children are different with their own set of skills and abilities. You know your child best. Look at the sheet. Which of these children do you think your child is like? Use the How am I clever? handout from *Going for goals!* yellow set. Participants might like to think about what kind of learner they are themselves.

**Slide 12:**

**Recap key ideas**

- we need to attend and concentrate if we are to learn;
- we need to learn good attention skills;
- where we learn is important;
- we can't learn if we are hungry, tired or thirsty;
- we all learn in different ways and are good at different things.

**Slide 13:**

**Some ideas to try out**

- read to your child every day;
- find time to complete activities together;
- sing 'action' rhymes together;
- think about setting a regular bedtime.

**The children should join the group at this point.**

Do your favourite action rhyme with the children.

Explain to the adult participants that they should observe the children. Ask the children to make an animal out of the plasticene or playdough. When all of the children are focused on the task put on some loud music or a video or both! Allow the participants to watch the effect of this on their children's concentration. Ask them to:

- watch their child try to focus on the task;
- watch the difference it makes to him or her when loud music is played;
- watch for the difference it makes when the video starts to play;
- note whether their child managed to concentrate;
- give the children a short time to finish without the distractions.

#### **Slide 14:**

Explain to the adults and children that when the music stops it is time to tidy up. It is an idea that is sometimes used in classrooms. Perhaps they could use it at home at tidy up time. Play the music. When it is time to stop turn the music up for a few minutes and then turn it off.

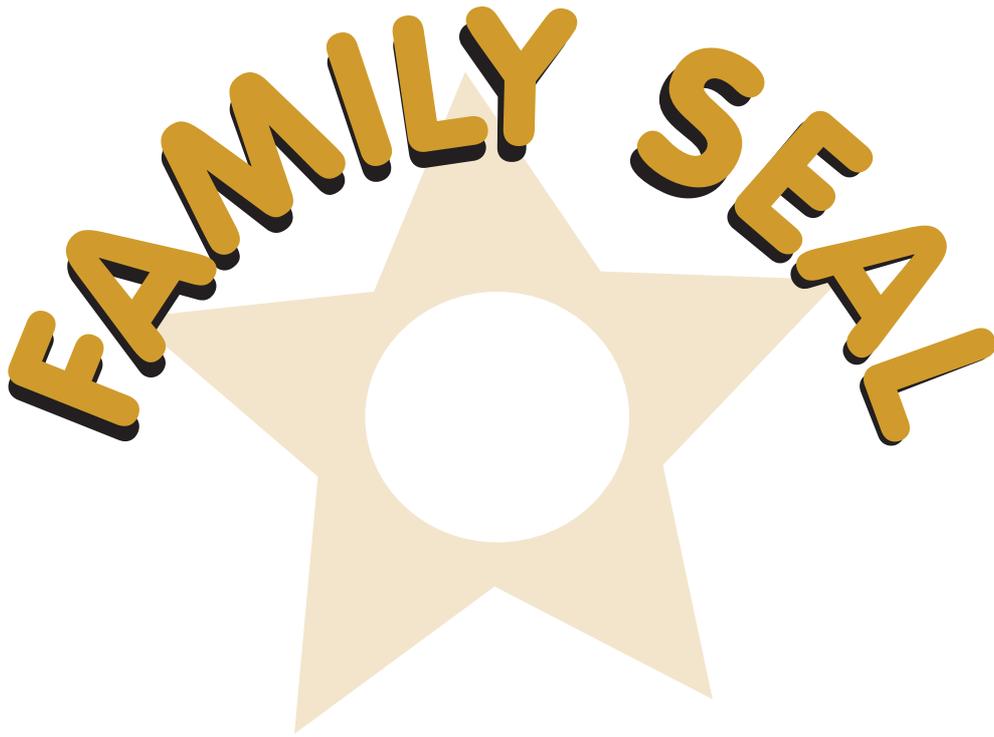
Make sure you end the workshop by saying farewell and with an encouragement to come again for the next session.

#### **Suggested joint activity**

Adults and children decorate a shoe box together to put a variety of small activities in. You might like to provide some of these.

#### **For the Record**

- Gold set (*Going for goals!*) sheet 8



## Workshop: going for Goals 2

### A QUIZ

1. What is the capital city of England? \_\_\_\_\_
2. Which sea creature has eight legs? \_\_\_\_\_
3. You will need to boil this if you want a cup of tea. \_\_\_\_\_
4. If it is not before then it must be \_\_\_\_\_
5. The opposite of yes. \_\_\_\_\_
6. The pet that barks. \_\_\_\_\_
7. They say this makes the world go round. \_\_\_\_\_
8. Film hero with a trilby, whip and a taste for adventure. \_\_\_\_\_
9. He swings through trees shouting Aaaaaaaaahhhhhhhhhh \_\_\_\_\_
10. We have two of these to listen with. \_\_\_\_\_
11. Birds live in these! \_\_\_\_\_

## Going for goals! 2

### For the Record

#### Key ideas

- We need to attend and concentrate if we are to learn.
- We need to learn good attention skills.
- Where we learn is important.
- We can't learn if we are hungry, tired or thirsty.
- We all learn in different ways and are good at different things.

#### Some ideas to try out

- share a book with your child;
- find time to complete activities together;
- sing 'action' rhymes together;
- think about setting a regular bedtime;
- 
- 
- 

#### What we did together

We decorated our box for our special games.

#### Our thoughts

## Good to be me workshop ideas

### Intended learning outcomes

I know some ways I can help my child to understand his or her feelings.  
I can set boundaries for my child.

### Key ideas

- all feelings are OK but not all behaviour is OK;
- some feelings help learning and some feelings get in the way of learning;
- we need to help children to:
  - be aware of their feelings;
  - name their feelings;
  - set boundaries for their behaviour;
  - calm down.

### Some ideas to try out

- let our children know that we are thinking about them and their feelings;
- use consequences;
- practise calming down.

### Before the session

Prepare an 'aspirations poster'. This might be a large piece of paper with the shape of a person in the middle. Spray this with Spray Mount™ so that the paper shapes will stick to the poster.

Cut out paper dream shapes (these might look like clouds).

Arrange for some children to come to share the consequences used in school. This might involve a short time to prepare them and for them to collect examples throughout the school.

Facilitators might like to read *Promoting mental health in Early Years and School settings: risk and resilience* as background.

### Resources for adults' session

Aspirations poster

Paper dream shapes

Spray Mount™. If you don't have Spray Mount™ you will need to use sticky notes

Class charter

List of consequences used in school

PowerPoint slides from *Good to be me* yellow set (SEAL CD-ROM DfES 1319-2005 CD)

## Resources for joint activity

Card  
Laminator  
Magnetic strips with adhesive  
Scissors  
Pencils  
Crayons  
Diagram of fridge magnet

## What to do

Recap on last session and ask participants to share any special or 'sparkly' moments over the week. Did they try out any of the ideas? What happened?

### Slide 1:

Share the key ideas for the session.

### Slide 2:

#### Activity

Ask participants to imagine their child in 20 years' time. What do you want them to be like? What do you want them to be doing? What will their life be like? Jot down ideas on sticky notes and stick them around the person shape on the 'aspirations poster'.

Ideas can be collated and compared to the five outcomes for children from *Every Child Matters*. The more we help children to understand emotions the more likely it will be that they will achieve the five outcomes. We all have emotions but a lot of children don't understand them and can't manage them and therefore they find it difficult to manage their behaviour. Later on they may make poor decisions because they do not trust their own feelings.

### Slide 3:

Look at the slide – you might be able to bring in examples from the press or refer to television programmes that suggest that increasing numbers of people are:

- addicted to drugs and alcohol;
- angry and unruly;
- anxious and prone to depression.

#### Activity

Ask participants to discuss in pairs why this might be.

When you bring the group together you might like to draw out some key factors from ideas that might be volunteered, for example influence of television, living away from wider family, family break-up. It is likely that all of the factors suggested will be

outside their control so don't get involved in analysing them but make the point that with all these pressures children are under more stress than ever and need to learn the skills to cope and to become resilient.

About one in four people require some help from a mental health professional sometime in their life. Emphasise that it is normal to need help. This might be a sensitive issue for some of the participants but by quoting this statistic it should emphasise that seeking help might be the most appropriate thing to do for many people.

**Slide 4:**

Explain that emotional health has a direct impact on physical health, learning, behaviour and relationships.

If children understand themselves and their feelings they are more likely to be happy and successful in school and form satisfying and long lasting relationships with friends, partners and at work. They will be less likely to suffer from depression or engage in anti-social behaviour.

In the SEAL *Good to be me* theme we will be helping children to understand their feelings, manage their feelings and feel good about themselves.

**Slide 5:**

Providing words for feelings helps children to understand them.

**Activity**

How many feelings words can you think of? It might help to look at the pictures.

Ask participants to talk to the person sitting next to them and list some of the feelings that they have had today. Then ask them to list what they felt like doing and what they actually did. This activity illustrates that some feelings will have motivated them into action whereas other feelings have been managed. This is a learnt process.

**Slide 6:**

Ask the participants to consider how they know how they were feeling and explain that children have to learn how to recognise and acknowledge their feelings.

Go through the *Feelings Detective* poster with the participants. If participants are going to help children label their feelings they might need to think about how to recognise their child's feelings too.

**Slide 7:**

Explain that one way of thinking about our behaviour is to imagine that we have a thinking part of our brain and a feeling part of our brain. Both parts help us decide what we do. At school we encourage your children to understand their feelings and to think about the way that the two parts of the brain work together to help them make good choices about their behaviour.

People who let the feeling part of their brain take over are impulsive and act without thinking. People who do not take account of their feelings can spend hours and hours worrying about problems without doing anything about them!

**Slide 8:**

Remind the participants of the 'balloon' from the workshop on *Getting on and falling out* and how you explored how feelings of frustration can build up until we are overwhelmed by our feelings. In this state we can no longer think straight.

Show the slide sequence from *Good to be me* yellow set. Explain how sometimes we are overwhelmed by our feelings in the same way as the 'cave boy' in the story.

Sometimes what frightens a child seems silly – it might be a fear of being embarrassed or not being successful – but these feel just as dangerous. Adults are the same, we all have fears that we think are too silly to talk about.

**Slide 9:**

What we are hoping is that children learn to stop and think before they act.

**Activity**

What do you do to help you stop and think? Share your ideas.

All feelings are normal and can be helpful. For example anger can motivate us to do something about a situation that we feel unhappy about.

Explain that at school we believe that talking about feelings helps us to learn to manage them. We believe that:

- understanding feelings involves accepting and thinking about feelings rather than pretending that they do not exist;
- managing feelings includes being able to generate positive feelings as well as managing uncomfortable feelings. People suffer from depression when there is a lack of joy in their lives – not when there is too much sadness.

Sometimes, however, feelings block learning. The brain is complicated and powerful. One of its functions is survival. If a person **thinks** that he or she is in danger then the brain will focus on surviving the situation and not on learning. Children find it hard to learn if they are very worried, scared or distressed. Even positive feelings like excitement can be a barrier to learning.

At school we see this all the time. We might be explaining something we think is really interesting and all the children are involved. We ask for any thoughts or ideas and one child might put their hand up and say, 'It's my party tonight' or 'I've got new trainers.'

**Slide 10:**

Explain that sometimes it is useful to be able to calm down.

At school we talk about three main ways to calm down:

- exercise – going for a run or doing any other exercise;
- relaxation;
- distraction – you might walk away or do something else like lining things up.

Ask the participants to volunteer their own special ways to calm down.

You might like to borrow a calming down poster from the children in one of the classes and ask the children to talk about it. Ask participants to talk together about how they calm down.

Case studies:

### **Slide 11:**

This is Peter and his daughter Frankie. He wants his child to:

- be happy all of the time;
- live in a perfect world;
- live in a world without problems;

Peter wants to keep Frankie safe all the time.

What does Peter do? He:

- tries to keep Frankie happy all the time;
- gives in or distracts Frankie from anything that might make her unhappy. He never talks about sad things or reads sad books to her;
- protects Frankie from anything he thinks might be hurtful;
- sometimes ignores her feelings and tells her that all is OK. For example, when Frankie was very upset and complained that another child had deliberately been unkind to her, Peter said, 'Never mind, he didn't mean it', even though they both knew that wasn't true.

Frankie has learnt:

- that uncomfortable feelings are scary and must be hidden;
- not to show her uncomfortable feelings because it will upset the people she loves.

Frankie finds it hard to express her feelings as she worries that if she does Peter will take over or get upset! Sometimes she worries alone but sometimes she loses control and will scream and shout or even hit out at Peter over something little.

### **Slide 12:**

This is Samantha and her daughter Naomi. Samantha acts as if she disapproves of some feelings:

- Samantha wants to toughen Naomi up so that she isn't vulnerable. When Samantha cries or is upset she tells her to stop being a baby or laughs at her;

- if Naomi has a temper Samantha shouts back. Then they cuddle and make up!
- if Naomi wants something Samantha will usually say no but if Naomi goes on she usually gives in.

Naomi has learnt to hide her feelings from Samantha as she knows that she can't cope with them. She feels that the only feeling that she can show is anger.

Both dismissing and disapproving of feelings leads to children finding it difficult to manage their feelings. Naomi is often angry then finds it hard to calm down. Frankie is often scared and anxious and this makes her feel ill and lack confidence.

What could Samantha and Peter do? They could:

- encourage the children to talk about their feelings and show them that all feelings are OK and all feelings are normal. It is how you behave that might not be alright;
- try to understand Naomi and Frankie's feelings and show the children that they can understand. For example if a child is worried about starting a new class it is better to explore the fear early than wait until the day when the feeling is overwhelming;
- talk about their own feelings (as appropriate);
- use the language of feelings regularly. For example they might say, 'That TV programme made me feel ...'.

The author tells this example:

One day Lucy was upset because her music teacher had told her that she was not good enough to take the next violin exam. Lucy was complaining that it was unkind of her teacher to tell her in front of two other girls.

Knowing full well that Lucy had not been conscientious about her practice I started to tell her (dismissing her feelings). I then realised that this was an opportunity for us to talk and for Lucy to work out her own solution.

'I expect that you felt hurt when your teacher told you that you weren't good enough?'

Lucy looked at me strangely, and then with great enthusiasm said, 'Yes I did, I think it would have been kinder if she had told me when I was alone.'

I agreed with her. I then asked her if she had any ideas about what she could do next? She came up with a few ideas before she came to the conclusion that had she done her violin practice she would not be in the position anyway!

### Slide 13:

Teaching children to understand and manage their feelings is not enough. They need help to learn about what behaviour is alright and what behaviour is not alright.

At a small aquarium staff found that some of their sharks were eating too much food, which left other sharks without enough food to eat. Divers frequently swam with the sharks and understandably they felt reluctant to swim amongst hungry sharks. They tackled this by removing the greedy sharks from the main aquarium and keeping them in another tank. After a period of time the sharks were put back in the main tank where they had to make a choice about their behaviour. Eat too much food and they went back to the tank, or eat the right amount of food and stay in the aquarium. If it works for sharks ... .

The staff at the aquarium used a consequence to teach the sharks what they should and should not do.

At school we have our school 'rules' or charter but we need something to help us keep to the charter.

### Activity

Ask participants to think and then talk to a partner about the question:

'How do your children know what behaviour is alright and what behaviour is not alright?'

Explain some of the consequences that are used in school or ask some of the children to join the workshop to talk about consequences. Make sure you include all the positive consequences for positive behaviour (e.g. Golden Time, stickers etc.) and negative consequences for when behaviour is not yet appropriate.

Explain that consequences **only** work in school if we are consistent. At school it is easier than at home. If we set a consequence then we can stick to it. If we say, 'You can go out to play when the construction corner is tidy,' it is quite easy for us to make sure the children don't go out to play until everything is put away. This is mainly because we will always follow things up and we work together. We try to use small consequences but we follow them up. Emphasise that it is not how severe the consequence is that makes it effective but it is when the children know that it will be carried out. We try to be very positive the rest of the time so children feel really bad if we have to give them a negative consequence.

### Slide 14:

But at home it is much harder! Provide examples of some of the things that children might do that makes it hard to stick to the consequence:

- cry;
- go on and on and on about how unfair it is;
- say it wasn't their fault, blame a sibling;
- say 'You are cruel to me, I hate you';
- 'show off' in public.

They know how to make us feel guilty and uncomfortable and they use it.

## Activity

Ask the participants to talk about:

- What are the consequences you use in your house?
- What does your child do to get out of a consequence?
- What makes it difficult for you to stick to consequences?

Think of a time in the day when you feel you need to be firmer with your child. Describe it to a partner. Decide on a consequence to try out.

## Slide 15:

### Recap on key ideas

- understanding feelings is important;
- all feelings are OK but not all behaviour is OK;
- some feelings help learning and some feelings get in the way of learning;
- we need to help children to:
  - be aware of their feelings;
  - name their feelings;
  - set consequences and boundaries for our children's behaviour and stick to them;
  - learn how to calm down.

## Slide 16:

### Some ideas to try out

- ask your child how he or she is feeling and help them to tell you;
- look at books with your child and talk about how the characters are feeling;
- use the relaxation or hand massage with your child;
- try to use the consequence they talked about in the activity. Remember, using consequences is hard so don't get disheartened.

Don't forget to ask the participants if they have any other ideas for the group to try out.

### When the children join the group

If you use a particular relaxation technique with the class, for example a visualization, then you might like to try this with children and participants together.

### Suggested joint activity

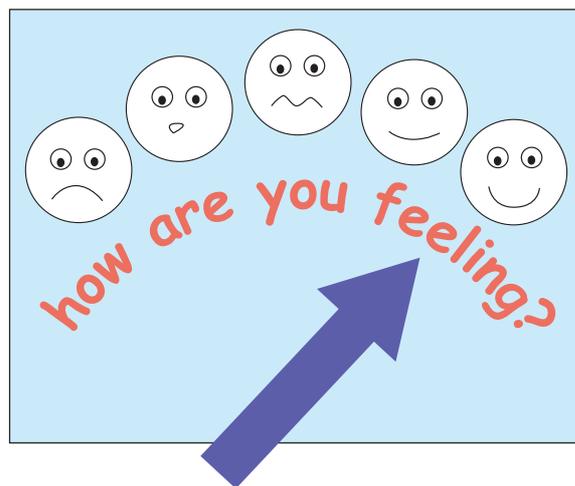
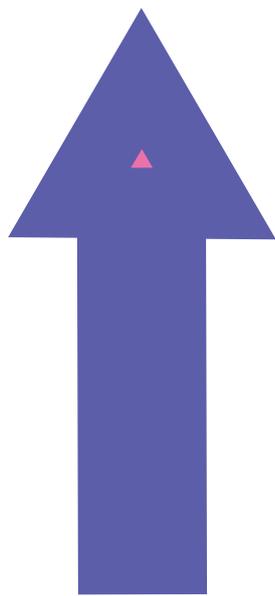
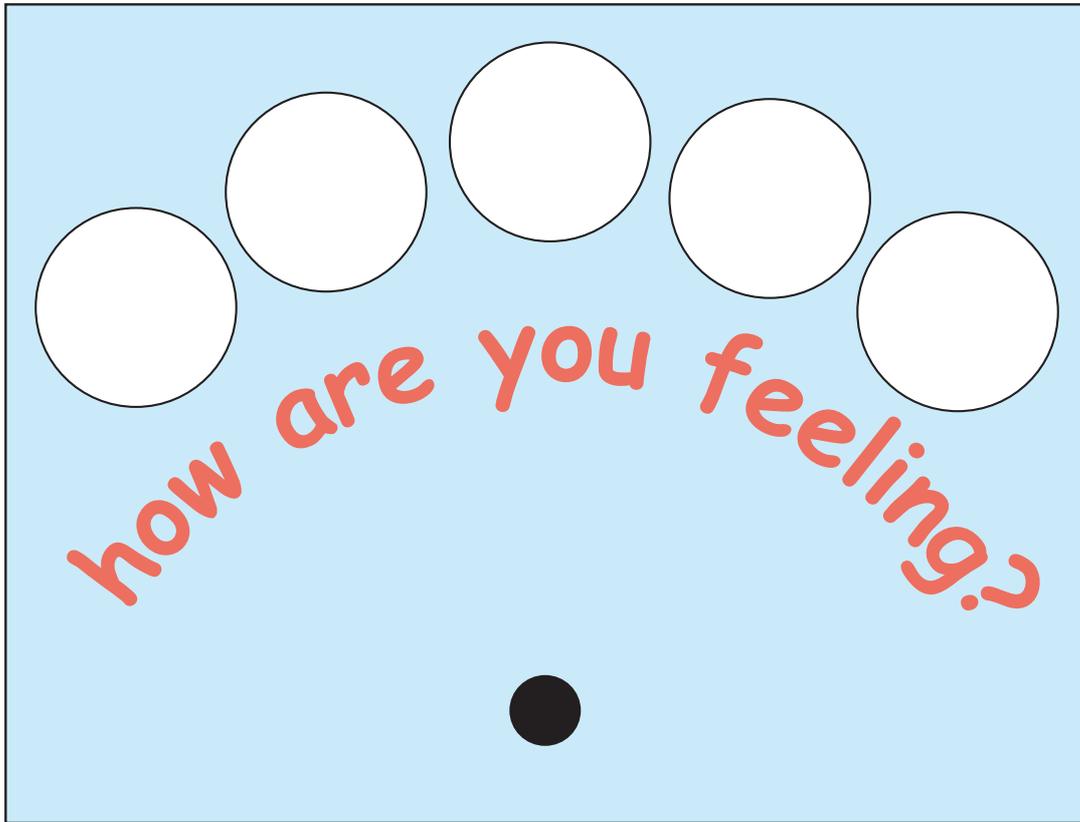
Adults and children make a fridge magnet together, using the instructions. They should illustrate it together.

### For the Record

- copy of the class charter or school rules;
- *Feelings Detective* posters;
- list of the consequences (rewards and sanctions) used in school;
- choice of Gold set sheet.

## Good to be me joint activity

### Instructions for a fridge magnet



Draw faces in the circles to show the feelings, *sad*, *angry*, *scared*, *happy* and *very happy*.  
Cut out the magnet. Fasten the arrow at the dot with the split pin.  
Laminate your magnet.  
Stick the magnet strip to the back of the magnet.

## Good to be me

## For the Record

### Key ideas

- All feelings are OK but not all behaviour is OK.
- Some feelings help learning and some feelings get in the way of learning.
- We need to help children to:
  - be aware of their feelings;
  - name their feelings;
  - set boundaries for their behaviour;
  - calm down.

### Some ideas to try out

- let our children know that we are thinking about them and their feelings;
- use consequences;
- practise calming down;
- 
- 
- 

### What we did together

We made a magnet to go on the fridge to show how we are feeling.

### Our thoughts

## Relationships workshop ideas

### Intended learning outcomes

I can help my child learn to work in a team.  
I can help my child to be friendly.

### Key ideas

- children learn valuable skills through learning how to play with each other;
- we can help children to develop friendship skills by spending time playing with them;
- Peaceful Problem Solving.

### Some ideas to try out

- invite one of your child's friends round for tea;
- play two types of games with your child (e.g. board game, construction, dressing up, puppets, small world);
- keep on trying with consequences.

### Before the session

Find out about each of the children:

- the person they play with most (if they have one);
- their favourite game at the moment;
- an example of something that they have done in the area of friendly behaviour.

Prepare a role-play about using the Peaceful Problem Solving process with an older class if you wish.

Acquire and look through 'Getting Started with SEAL' DVD-ROM to find and familiarise yourself with the sequence – *collaborative group work*.

### Resources for adults' session

Handout sheet with benefits of group work

Photographs of children

Gold set material

Collaborative groupwork sequence from *Excellence and Enjoyment: Social and emotional aspects of learning – Getting started with SEAL* (0150-2006DVD-EN)

### Resources for joint activity

For team races:

- bean bags, baskets
- obstacle course for adults to help their children over, e.g. mats, hoops, etc.

- skis if the school has some (many schools have these for children to use at playtimes)

For the tallest tower challenge:

- newspapers
- 5 cm of sticky tape
- 5 paperclips
- a pair of scissors

### **What to do**

Remember to recap on the last session and provide time for the participants to share any special moments that have happened over the week. They might do this by moving around the room and talking to three different people. This might be as they have a welcome cup of tea and a biscuit.

Spend some time reminding the participants about last week's workshop, particularly using consequences. Focus your discussion upon whether the participants tried this out.

- What happened?
- Did they manage to stick to the consequence?
- What might help them to do so next time?
- What kind of consequence did they find effective?

Explain that this week you are going to be focusing on friendship and being friendly. One of the things that is really important if children are going to be able to play well with their friends is that they can recognise that there are consequences to what they do.

### **Slide 1:**

Share the key ideas for the session.

### **Slide 2:**

Show the pictures and start the session by asking participants to talk about the photographs and what is happening in them. These might be copied and handed round.

- What do you think the children are doing to be friendly? What skills are they using? (they need to take turns, smile, chat ...)
- How do you help your child to learn these skills?

You might need to encourage them to think about how they play with their children. Games that help are:

- puppets;

- imaginative play;
- role-play;
- board games.

### Activity

Ask the participants to talk together in pairs about when they were young:

- the games they enjoyed playing;
- their childhood friends.

Add any ideas to the list of games that help us make friends.

### Activity

Provide participants with the information about their own children at school. They might talk about:

- their child's favourite game at home;
- how they get on with family members.

### Slide 3:

Remind the participants of the Peaceful Problem Solving process by going through the main parts of it again. You might like to invite some of the older children to talk it through and role-play a situation when they might use it.

### Activity

Ask the participants what they did with the poster from last time. Have they used it when their children have fallen out or when they have had a disagreement? What happened?

### Slide 4:

### Activity

Ask participants to think of when they work in a team or with others. What are the good things and the bad things about it?

Explain that in school we think it is important for children to work in groups some of the time.

Working as a team provides the opportunity to:

- share ideas and solutions;
- build on each other's ideas;
- question each other's ideas and develop deeper understanding;
- encourage each other.

You might like to write their ideas on two sets of cards. They should then work in groups to put them in order of importance.

Here are some ideas:

- Fun – children learn better when they are enjoying themselves.
- Motivates – children are better motivated when they are with others.
- More effective – four people working in a team can often produce far better work than four individuals working together.
- Children learn from each other. Giving children the opportunity to discuss and explain things to each other helps them to simplify and understand new ideas.
- Children learn to appreciate and understand each other's ideas.

Giving children the opportunity to work together helps them to 'belong' and feel valued. It helps them to develop important life skills such as:

- how to get along with each other;
- learning how to trust others;
- developing listening and speaking skills;
- how to negotiate and compromise.

You might like to show the film sequence 'group work' from the *Getting Started with SEAL* DVD (DfES 1964-2006DVD-EN). This shows children in a Year 6 class working in collaborative groups.

Make it clear that you recognise that we are all different and some adults and children find it hard to work in a group and work better alone. At school we help children to work independently and in groups.

#### **Slide 5:**

Explain to the participants that there are many things that we can do to help children learn to get on well with others. One of them is to play games with them. This helps them learn:

- patience and waiting their turn;
- how to take turns;
- how to lose or win with good grace;
- how to listen to others;
- how to cooperate;
- how to see somebody else's point of view;
- how to recognise and understand how somebody else might be feeling;
- what is fair and what is unfair.

#### **Slide 6:**

Show the picture and ask the participants to talk about the skills the child(ren) in the picture is learning.

- How can an adult help?
- How do they feel about playing in this way with their child?

**Slide 7:**

Show the picture and ask the participants to talk about the skills the child(ren) in the picture is learning.

- How can an adult help?
- How would they feel about playing in this way with their child?

**Slide 8:**

Show the picture and ask the participants to talk about the skills the child(ren) in the picture is learning.

- How can an adult help?
- How do they feel about playing in this way with their child?

**Slide 9:**

**Recap on key ideas**

- children learn valuable skills through playing with each other;
- we can help children to develop friendship skills by spending time playing with them.

**Slide 10:**

**Some ideas to try out**

- invite one of your child's friends round for tea! (use the invitation from the gold set);
- play two types of games with your child (e.g. board game, construction, dressing up, puppets, small world);
- keep on trying with consequences.

Remember to ask participants for any of their own ideas to share and if appropriate add these to the list.

**Suggested joint activity**

One or more team activities are team games. Remember you will need to check that your location is suitable and safe for the activities you suggest.

**For the Record**

- Gold set (*Relationships*) sheet 1, 2, or 5

## Relationships joint activity workshop

There will only be time for a few activities. There are instructions for activities though you may wish to use your own. Space might be an issue so you will need to consider whether these activities are suitable. If not you might like to play circle games. There are circle games in all of the booklets and a list of suitable ones in the silver set *Small group activities book* (pages 18-20), from the SEAL curriculum resource.

### Resources for suggested activities:

#### Follow my leader and knight and shield

No equipment needed.

#### Communication

CD player and music;  
flipchart and pen.

#### Pass the balloon

Ball or balloons.

#### Team hoop

Hoops.

#### Ski race

Pair of playground skis or if these are not available two planks of wood and four knotted lengths of rope or slings per team.

#### Newspaper race

Newspaper (2 per team).

#### Paper towers

Newspaper – six sheets per team;  
6cm of Sellotape per team;  
paper clips – six per team;  
pair of scissors per team.

### Warm up activities:

#### Follow my leader

Ask all participants to stand in a circle. Each participant chooses a person to be his or her leader. They do not tell anybody who this is. You then ask the group to move around the room trying to keep close to their leader.

## **Knight and shield**

This game is similar to 'Follow my leader'. This time each person selects somebody to be a knight and somebody else to be a shield. Again they do not tell anybody. The group is asked to move about space trying to ensure that the shield is between themselves and their knight.

## **Communication**

Ask each person to imagine they are holding an object. The facilitator writes down all of these objects onto a flipchart. The group is then asked to stand up and move around the room. (Music adds to the fun) Each person must go up to as many people as they can and swap objects.

For example, if you started with a bottle of squash and have swapped this for a rabbit you must swap the rabbit with the next person you meet. Allow this to go on for a few minutes. Then ask everybody to sit back down. Stand at the flipchart and ask everybody to tell you what object they now have. Mark them off on the original list if you can! You will find that the second list is nothing like the first list!

## **Team games such as:**

### **Pass the balloon**

Divide everybody up into two teams. Each team lines up next to each other. A balloon is given to each team. When told to start the first person places the balloon under the next person's legs. The next person then passes the balloon to the next person over their head. The balloon continues being passed over and under until it reaches the last person. The last person runs to the front of the line and begins again. Each person has a turn at the front.

### **Team hoop**

Divide the group into two teams. Place a hoop in front of each team. When told to start the first member of the team runs to the hoop, puts the hoop over his/her head and steps out of the hoop before running back to his/her team. The second person then gets the chance to run to the hoop. Continue until everybody has a turn.

### **Ski race**

Provide each team with two planks of wood and four knotted lengths of rope or some slings. The idea is for the team to travel over a decided distance without touching the floor. It is up to each team to decide how to do it and it is a race against the other team. Most people make a pair of skis and all the team members walk on the skis together. Others may choose to walk onto the plank of wood whilst carrying the other one. The plank is then placed onto the floor and the team steps onto this plank before picking up the first plank and placing it in front again. If playground skis are available you can use these.

### **Newspaper race**

Split the group into teams and give each team two pieces of newspaper. The teams have to cross a designated space without touching the floor.

### **Paper tower**

The idea of this 'game' is for the teams to build the highest tower they can in 5 minutes using the equipment provided. Suggested materials – six sheets of newspaper, six cm of Sellotape, six paper clips and a pair of scissors for each team.

## Relationships

### For the Record

#### Key ideas

- Children learn valuable skills through learning how to play with each other.
- We can help children to develop friendship skills by spending time playing with them.
- Peaceful Problem Solving.

#### Some ideas to try out

- invite one of your child's friends round for tea!
- play two types of games with your child (e.g. board game, construction, dressing up, puppets, small world)
- keep on trying with consequences
- 
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#### What we did together

We played some games together in a team.

#### Our thoughts

## Changes workshop ideas

### Intended learning outcomes

I understand some of the changes that happen as my child gets older.  
I can give my child a choice.  
I can use consequences to help change my child's behaviour.

### Key ideas

- children have different needs as they get older;
- choice is important;
- if you want things to change then think and plan to make it happen.

### Some ideas to try out

- try out some more games with your child;
- try out the language of choice;
- think about all the things that you have tried out with your child since starting the Family SEAL.

### Before the session

Practise 'motherese' with the baby doll – one of the participants might have a real baby they would like to use to demonstrate this.

Invite children from a Year 5 or 6 class to talk about the consequences that are used in school if you choose to do this.

Prepare the role-play about consequences if you are to use it. Select and brief the children to be involved.

### Resources for adults' session

pram with baby doll

### Resources for joint activity

black bin bags  
straws  
string or wool  
bits of ribbon  
cotton  
glue

## What to do

Ask the participants to share any sparkly or special moments with the group. Remember to recap on the last session and provide time for the participants to share their experiences of trying out last week's ideas.

### Slide 1:

Share the key ideas for the session.

### Slide 2:

Have a 'baby doll' handy in a cot or pram. After welcoming the participants to the workshop, go over to the cot and start talking to the baby, make sure you use that high pitched baby talk with exaggerated expressions that adults seem to use instinctively when talking to a baby.

Ask the participants to think about how we talk to babies and then explain how instinctively we use a high pitched voice and exaggerated facial expressions and a slow, rhythmical pace with a regular pattern. It is the same in all cultures and, although men do this too, it is often referred to as 'motherese'.

Babies respond to 'motherese' by watching and listening intently. They are learning the first stages of communication:

- The adult speaks and baby listens: adult waits and baby coos.
- The baby is also watching adult's face and soon baby will copy their facial expressions. This is often referred to as mirroring.
- At this stage babies are fascinated if a parent/carer copies a rhythm set by the baby, for example if the baby bangs his rattle twice and parent/carer claps twice the baby is likely to kick and squeal. The baby is forming an emotional bond and is learning that he or she is valued.

### Slide 3:

You might like to pick up the 'baby' now and hold it up to the mirror and demonstrate this next stage.

At this stage of a baby's development adults often talk to babies about what they are doing or feeling, for example holding a baby up to the mirror and saying:

- There's mummy!
- There's Lucy!
- Is mummy smiling?
- Is Lucy smiling?

We use exaggerated facial expressions and simple language. This helps the baby to learn the words and the expressions. This might develop into simple conversations about being happy.

## Activity

Ask participants to share some of the golden moments from when their child(ren) was a baby, and some of the not so golden ones!

### Slide 4:

At about the same developmental stage, babies take great delight in dropping objects on the floor over and over again. The baby is working out that things don't disappear just because s/he can't see them. Babies still get upset if they think you are leaving because they do not have any concept of time and can not understand when you will come back. Did your children do anything like this?

### Slide 5:

Explain that most toddlers are delightful and interesting. They are learning to talk and they often do really funny things.

## Activity

You might like to read out the rhyme:

*There was a little girl  
And she had a little curl  
Right in the middle of her forehead  
When she was good she was very, very good  
And when she was bad she was horrid!*

Explain that toddler tantrums are common as the child begins to understand that they are a person in their own right and wants to experiment with independence and a sense of control. It is normal. All of us know the feeling of embarrassment we feel when our toddler screams for a toy or a chocolate bar. Toddlers are at the centre of their universe and so if they want something they cannot understand why they can't have it. You might remind the participants of the Marshmallow Challenge.

Whilst toddlers often want to play with other children, they find it very difficult as they haven't yet developed the social skills to do so. They find sharing difficult and typically want to play their way or not at all. Toddlers usually play along side another child of the same age at their own game. Ask the participants to talk about when their child was a toddler and the joys and funny things they said and did.

### Slide 6:

Pre-school children often start to be interested in fantasy and imaginative play. This helps fire their imagination but it also helps them to understand the world they live in. In their imaginary play they can have the power and control within the safety of their own imagination. If they have been in trouble with an adult it is sometimes scary to see them copying the adult exactly with a teddy or doll.

At this stage children find it easier to play with one other child at a time or with an adult and a small group.

Sometimes children of this age embarrass us because they don't understand the impact of what they do or say. They haven't learnt that some behaviour is acceptable in one place but not in another and they don't understand that it is embarrassing to make personal comments about someone in their hearing.

### **Activity**

Ask for any embarrassing things that the children have done!

### **Slide 7:**

Children now have to cope with school. It can be quite a shock to find out that:

- they have to listen to other adults and children;
- they have to share and take turns;
- they have to do things for themselves;
- there is not an adult to help them as soon as they ask;
- they have a choice about what to play and who to play with.

Playing games with children really helps them to develop the skills they need to get on with others.

### **Activity**

Ask participants to share the games they played with their children as part of the ideas to try out in the last session.

Encourage them to talk about the games they enjoyed and any that didn't go well. Are there any games that you will try later?

### **Slide 8:**

At around the age of eight to twelve, children can cope with larger groups of friends and are beginning to learn social clues. Children start to tease each other and become very aware of 'What's in' and 'What's out'. Children can be self-conscious. They often try to avoid embarrassment or being left out at all costs. This makes life difficult for parents or carers who want their children to be happy but know it is not always right to give in. As adults we might worry for days about what to do, only to discover that our children have forgotten all about it.

- 'I wouldn't be seen dead in those trainers'
- 'I MUST have 'designer' labels'
- 'Everybody else is going ...'

At this stage it is really good to talk to the children, their friends and their friends' parents. You might be surprised to discover that your child's friend can see your point of view when your child can't.

### **Slide 9:**

Adolescence is a time of major change. Hormones kick in with accompanying mood swings. Peer approval becomes more important than adult approval.

Teenagers are:

- forming their own values and this may lead them to challenge ours;
- beginning to form an identity and may experiment with different hairstyles, clothes and music;
- becoming more independent;
- often inconsistent and moody;
- delightful and infuriating.

### **Activity**

Ask the participants to discuss: What were you like as a teenager? What was the worst thing you did? How did you get on with your parents? How did you get through? What helped?

### **Slide 10:**

### **Activity**

Explain that we have shared some ideas about how children develop at different stages. What would children say about the adult stage?

Generate a pen portrait of a stereotypical adult from a teenager's point of view by drawing a picture of an adult in the centre of a piece of flipchart paper and adding ideas round the edge.

### **Slide 11:**

Explain that it can be tough being a parent or carer. One of the problems is matching how we behave as adults to the age and stage of the child. One way we can look at this is by thinking about choice and how this changes over time.

A newborn baby is totally dependent on adults. It has no real choice and can only get what it needs by crying – a very powerful tool but nevertheless adults are in control.

As a baby gets older the child tries to exert more influence. The baby is learning that he or she has power and influence; by smiling and laughing he or she can get an adult to repeat something, by crying he or she can get attention when she wants it. We can help the child mature by providing limited choices; this toy or that, this biscuit or that biscuit.

Toddlers are beginning to realise they can control adults by the way they behave. Sometimes they take control and start to rule our lives. Although some children will let their parents do everything for them others will fight to do everything themselves and become frustrated if it does not work out. One thing we can do is to give them simple but limited choices so they feel as if they have a choice and can learn to make a good choice.

## Activity

Some examples:

### Slide 12:

It is a very hot summer's day; Elly's dad has chosen a t-shirt for Elly to wear. She wants to wear her favourite but very warm jumper. She is beginning to get upset. Elly's dad took out two different t-shirts and said, 'You choose!' Elly chose one of the t-shirts and seemed to forget the woolly jumper.

Mark wants to go and play outside but his mum wants him to stay in and keep warm. His mum suggests he does some drawing in the kitchen. He is beginning to get worked up.

Ask the participants to talk together about how Mark's mum might use choice in this situation.

When children start at school they learn a whole new set of ways to behave. They start to have more choice but need to realise that their behaviour choices have consequences. We can help by using consequences at home.

Teenagers need to have even more choice and control in their lives and need to know that we trust them. They often kick against attempts to control them. Using the language of choice is one way to achieve this.

## Activity

Ask the participants to work in groups to make two lists: 1) the feelings that might be generated when we feel that we do not have any choices; 2) the feelings that are generated when we have choices and more control.

The right amount of choice makes us feel better and leads to lower stress levels. Lack of choice closes down our thinking, leading to poor morale, poor learning and poor motivation.

But nothing is simple, as having too much choice can be uncomfortable. What makes it easier is having a clear set of options and being able to see the consequences of making these choices. Remind the participants of discussions about consequences in *Family SEAL, Good to be me*.

Explain a little about consequences. Some of these are obvious and natural – if you don't wear a coat in cold weather you will get cold. Other consequences are agreed by society to help keep us safe and secure. If we drive too fast we might get a speeding ticket – reckless driving is a risk that society doesn't want to take.

In school consequences are **not** punishments and bribes.

- If you do something and something nice happens you are more likely to do it again. This is a positive consequence.
- If you do something and something unpleasant happens you are less likely to do it again. This is a negative consequence.

A punishment or a bribe is something that a powerful person uses to control a less powerful person. A consequence is something that happens naturally or as a result of a rule, expectation or routine.

For example we might have a rule that says you don't eat until everyone is sitting at the table, the positive consequence of sitting at the table is that everyone eats dinner and the negative consequence for continuing to play is that you don't eat. (This is slightly different from saying, 'If you sit at the table you can have a sweet,' or 'If you don't come to the table straight away then you will have to go to bed.')

### Activity

Ask the participants to talk with a partner to explore some of the consequences that they use at home.

For example, what happens if your child refuses to tidy up his or her toys?

### Slide 13:

Explain that what we are aiming for is for children to take responsibility for their behaviour. One way of trying to do this is to use the language of choice. When we use this way of talking we make the consequence of each choice very clear.

Imagine a child is unhappy because you have said they can't go out to play. We might say:

- Do you want to sit there by yourself or come into the kitchen and help me?

Or imagine a child has been asked to tidy their room and they have refused, we might say:

- I have asked you to tidy your bedroom. You can tidy it now and have your pocket money or continue to watch television and have no pocket money this week. It's up to you, you choose.

We have to be very clear about the consequences of each choice and we have to mean what we say. Once children understand that we will consistently apply the consequences they will slowly learn to make good choices. Using the language of choice is often hard, especially if we are feeling tired or stressed.

You might like to act out a school example with two volunteer children from one of the older classes. An example might be:

Two children are sitting at a desk. One child is reading, the other is looking round the room. The second child then starts to disturb the other child by pulling their jumper and taking the book.

One of the facilitators acts as the teacher and intervenes by saying, 'What are you doing? Can't I trust you to read silently?'

The child should then complain, 'It wasn't me ... it was his fault ... you are always picking on me ...' and so on.

Now repeat with the following ending:

'Ali is trying to read. Joe, you need to read your own book quietly or sit over there by yourself.'

**Slide 14:**

**Activity**

Ask the participants to answer the question:

'How will you get this child to finish his dinner?'

They should devise a script and if they are feeling confident might even act out their ideas.

**Slide 15:**

**Activity**

Ask participants to think about how they play with their child. In their family how do the adults play with the children? Is there a difference between how women and men play?

Write ideas on a flipchart or white board.

Then share some of the research about the differences:

*Women tend to:*

- play more traditional games – jigsaws, singing rhymes and peek-a-boo;
- play calmly;
- talk more and touch less.

*Men tend to:*

- touch more and talk less;
- play games that excite children;
- be more physical – tickling, lifting and rough and tumble play.

Both types of play promote social skills.

Compare these with the list you have written from people in the group before describing some of the benefits of the types of play:

*Women's play encourages:*

- turn taking;
- fair play;
- communication skills;
- empathy skills.

*Men's play helps children to:*

- learn more about emotions;
- learn how to calm down;
- learn how to get along with other children;

- experience a range of simultaneous emotions, e.g. the fear and excitement of being chased;
- learn how to read other people's emotions particularly when emotions are running high.

Encourage the participants to talk freely about their views about the ideas expressed. The important thing is that children need both types of play and men and women can play in both ways if they want to.

**Slide 16:**

**Recap on key ideas**

- children have different needs as they get older;
- choice is important;
- if you want things to change then think and plan to make it happen.

**Slide 17:**

**Some ideas to try out**

- try out some more games with your child;
- try out the language of choice;
- think about all the things that you have tried out with your child since starting the workshops.

Remind the participants that this is the last session and about the farewell session if you are going to have one.

**Suggested joint activity**

Kite making

**For the Record**

Gold set (*Changes*) sheet 1, 2, or 3

## Changes

### For the Record

#### Key ideas

- Children have different needs as they get older.
- Choice is important.
- If you want things to change then think and plan to make it happen.

#### Some ideas to try out

- try out some more games with your child
- try out the language of choice
- think about all the things that you have tried out with your child since starting Family SEAL
- 
- 
- 

#### What we did together

We made a kite together.

#### Our thoughts

## Farewell!

### Before the session

Write out the certificates for each adult and child participant.

Prepare food and drink for the farewell session (the participants might have volunteered to prepare this but you will need to follow it up).

Decide on and prepare for party games if you are going to have them.

Make personal cards for each member of the group. This might include a photo of the child and adult participants taking part in a joint activity and a picture and comment from the child about what they have enjoyed.

Prepare the room.

### Resources

Party food and drink (including a celebration cake to share if you wish)

A personal card – this might include a picture of the participant and the child taking part in the joint activity

Equipment for party games – music, chairs, picture of donkey etc.

Party bags (might make a special addition)

### Ideas

The purpose of the final session will be to say farewell to the participants and make sure there is closure for all those concerned.

The session might start with a short session with the adult participants. The first part of the session will allow participants to share any significant things that have happened to them since the last workshop. They might then talk through any of the ideas that they have tried out with their child(ren).

The second part of the session might allow for a review of the workshops. You might like to run through the key ideas from each session and ask parents to think about and discuss each one in turn. This might be done by providing time for the participants to go through their own folders with a partner. If you have taken a video of the activities you could show this.

Ask participants to tell you about things that they enjoyed or found difficult in the workshops and volunteer ideas about what they would change if it was to run again.

Ask for volunteers to help facilitate future sessions if you are planning to run them.

It might be useful for one of the facilitators to spend a little time with each of the participants in turn to get feedback from them about the workshops.

The children should join the party. Both adults and children should take part in the party games together. For example:

- musical statues – adults and child dancing together;

- musical chairs – large chairs for adults and smaller ones for children;
- pass the parcel;
- pin the tail on the donkey.

At the end of the party make sure there is time for the certificates to be handed out. There should be one for the adult and one for the child.

Say farewell, and thank each of the participants (adults and children) individually before they leave. Try to remember one special thing about them from the workshop sessions to thank them for in particular.

# FAMILY SEAL



## Certificate

Awarded to

.....

for attending the Family SEAL workshops and  
taking part in the activities

Signed:

.....

Date: .....

## Family SEAL

### What do you think?

Thank you for coming to the Family SEAL. We hope that you have found Family SEAL useful and enjoyable. Please fill in this sheet to let us know what you think.

Have you enjoyed coming to the Family SEAL?



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10.

Not at all

Yes, very much

Did you find the Family SEAL workshops useful?



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10.

Not at all

Yes, very much

Did you enjoy the Family SEAL workshops?



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10.

Not at all

Yes, very much

Did you enjoy doing the Family SEAL joint activities with your child?



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10.

Not at all

Yes, very much

What were the best things about the Family SEAL workshops?

Are there any things you would like to change?

What would you say to a friend who asked you if they should come to Family SEAL?

Thank you for joining us at Family SEAL!

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