Social and Emotional Aspects of Learning for secondary schools (SEAL)

Introductory booklet
Contents

Introduction 3
Before you begin 4
Running SEAL sessions 4
Meeting the needs of pupils with additional needs 6
How the themes are organised 7

Staff development activities to complete before you start 8
Activity 1: Why teach SEAL? 8
Activity 2: Where are our Year 7 pupils now? 9
Activity 3: Are we ready? 10
Activity 4: Planning 14

Theme 1 A place to learn 15
Introduction 15
Activity 1.1 Belonging? 16
Activity 1.2 Feeling new! 17
Activity 1.3 Our human needs 18
Activity 1.4 Threats 22
Activity 1.5 Change 24

Theme 2 Learning to be together 26
Introduction 26
Activity 2.1 Listening skills 27
Activity 2.2 Conflict resolution 29
Activity 2.3 Empathy 32

Theme 3 Keep on Learning 36
Introduction 36
Activity 3.1 Planning to reach your goal 37
Activity 3.2 Locus of control 39
Activity 3.3 Internal motivation 43
Theme 4 Learning about me

Introduction 46
Activity 4.1 Understanding emotions 47
Activity 4.2 Calming down when our emotions take over 53
Activity 4.3 Feelings, mood temperament 54
The Secondary SEAL – Year 7 Resource
Introductory booklet

This booklet is designed to support staff who are actively involved in running Year 7 sessions within tutor time or PSHE and across the curriculum. It includes:

• General introduction to the Year 7 resource.
• Year by year learning outcomes (Year 5–9)
• The full list of intended learning outcomes that are covered within the Year 7 resource alongside the intended learning outcomes used in Year 5/6 within the primary SEAL and suggested intended learning outcomes for Years 7–9.
• Suggested staff development activities. These are designed to be explored by groups of staff in preparation for delivering each theme of the resource.
• The theme overviews.

Introduction

The SEAL Year 7 Resource is designed for use as part of a whole-school approach to promoting the five social and emotional aspects of learning:

• Self-awareness
• Managing feelings
• Motivation
• Empathy
• Social skills

Within each of these five aspects, a detailed set of learning outcomes can be identified which are listed in the appendix. These learning outcomes are the basis of the SEAL Year 7 Resource which is made up of four themes:

• Theme 1: A place to learn (setting the context for learning). This is an introductory theme with a main focus on self-awareness.
• Theme 2: Learning to be together (social skills and empathy).
• Theme 3: Keep on learning (motivation).
• Theme 4: Learning about me (understanding and managing feelings).
Each theme includes:

- A set of ‘core’ learning opportunities that are designed to be used as part of discrete sessions to promote SEAL learning;
- Ideas to reinforce learning across the school day;
- Suggestions for noticing and rewarding achievement;
- Ideas for how the learning outcomes can be developed, reinforced and consolidated across the curriculum.

The SEAL Year 7 Resource builds upon the Primary SEAL. It applies the same principles to the secondary school context. Pupils in Year 7 are coping with new experiences within an unfamiliar environment. The resource provides opportunities to apply their prior learning to the complex social environment of the secondary school as well as learning new skills and concepts.

**Before you begin**

As with any new venture, a key to success with using the Year 7 Resource will be the quality of your preparation. We suggest that this is best done by a Year 7 SEAL working group who work collaboratively and link closely with those leading on whole-school implementation.

This working group might include:

- The tutors or PHSE team who will be delivering the core learning opportunities and support staff such as teaching assistants and learning mentors who are actively involved (the delivery team);
- The head of Year 7/pastoral manager;
- A member of the Senior Leadership Team;
- Representatives of the subject staff who will be teaching Year 7;
- Representatives of school support staff, for example learning mentors, support teachers and teaching assistants;
- Pupil supporters (it is recommended that schools consider how older pupils might support these sessions – they will need some support including explicit teaching of the skills and approaches);
- External support staff, for example educational psychologist, behaviour consultant, members of behaviour support service;
- PSHE lead in school;
- Whole-school approach lead, for example Assessment for Learning, Leading in Learning, Pedagogy in Practice;
- Primary SEAL practitioner who might offer support to the working group.

**Running the SEAL sessions**

The learning opportunities in the Year 7 Resource are designed to be used flexibly to make the most of the time and staff available. Learning in this area is about enquiry, reflection and
exploration and cannot be effectively taught in a purely didactic fashion. This means that within a set of sessions there will be time for whole-class enquiry or discussion, pair work, collaborative small group and individual activity. The learning opportunities provide guidance about how this might be done but these build upon some core learning and teaching approaches, many of which are described in Further Readings 5.4.1 – 5.4.6. These include:

1. Ensuring there is a safe learning environment where pupils believe that errors and mistakes are an essential part of effective learning. They need to be reassured that, if they are unsuccessful, time will be provided for them to reflect and learn from the experience. This will require a classroom where: ground rules are negotiated, agreed and reinforced positively, pupils are listened to and their opinions valued.

2. The use of ‘warm ups’ and energisers – these are most effective if they reinforce or introduce the skills to be explored and are designed so that pupils prepare for active learning and listening, build group cohesion, trust and respect as well as providing the opportunity to practice and develop specific social and emotional skills.

3. The use of collaborative group challenges where pupils are provided with a task and charged with the responsibility to complete it to meet agreed criteria and within a set time. One of the criteria will be that all members of the group take a role and participate – formal roles might be timekeeper, group leader, group supporter and recorder/observer. This type of opportunity encourages pupils to enquire into the topic or skill while they practise the social and emotional skills required to work in a team. Many of these challenges involve a performance but all should involve an opportunity for peer evaluation. Reviewing the group processes and learning is an important part of these challenges. (Further Reading 5.4.2)

4. Group enquiry facilitated through use of higher-order questioning and opportunities for individual and group reflection. Many of the learning opportunities require pupils to question and respond to a stimulus or structured activity, for example, the use of drama or role-play. This allows learners to explore ambiguity and complexity in the social situations in which they find themselves. In schools familiar with Philosophy for Children this might be used very effectively if the stimuli are chosen to fit within the theme. (Further Reading 5.4.3)

5. Experiential learning through a range of structured and active learning opportunities. These should build on the concrete experience of the pupil and provide opportunities for them to observe, reflect and experiment and then formulate their own concepts and try them out in new situations. The processes of identification, modelling, coaching, feedback, practice, reflection, consolidation, internalisation and generalisation are all an important part of the learning process. (Further Reading 5.4.5)

6. Questions for reflection and enquiry provide an opportunity for children to reflect upon open-ended questions and develop their own meanings. This allows for ambiguity and complexity within emotional and social situations to be recognised and explored.

7. Recognising that learning will only take place if opportunity is provided for the pupils to share their experiences and prior learning and this is explicitly built upon. It is important to balance the need for familiarity with the search for novelty.

8. Encouraging independence so that learners have the ability to seek out and gain new skills, knowledge and understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Staff should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-awareness.

9. Using lesson plenaries to encourage learners to review what they have learnt and agree how they might apply this learning to new situations inside and outside school.
In addition to these approaches many of the learning opportunities use the ten strategies described in *Leading in Learning: Developing Thinking Skills in the Secondary School* and draw on the range of approaches identified in *Pedagogy in Practice*. These two sets of material provide essential reference documents. Although many teachers will feel confident in using the learning opportunities, some might benefit from working alongside a more confident colleague. This not only provides an opportunity for both teachers/practitioners to learn from each other, it also allows the adults to successfully model the skills being learnt. Some schools have successfully used older pupils to offer support during these sessions. This has provided a useful opportunity for the older pupils to explore the skills being taught and to extend their experience and develop new skills. The benefits of this cannot be underestimated both for the Year 7 pupils who can establish a positive relationship with pupils from other years, and also for the pupil supporters who have an opportunity to revisit the skills themselves while increasing their feelings of self-worth.

### Meeting the needs of pupils with additional needs

Within your class group there will be a percentage of pupils with a range of additional needs. Most of these pupils will flourish and benefit from the interactive and collaborative learning that will be taking place. However, there will be a few pupils who have specific needs in the area of social and emotional learning. They might find it hard to: express their thoughts and feelings, engage with the learning involved, relate to their peers or take an active part in this type of work. There might also be a few pupils whose life experiences mean that they might require particular support when tackling some of the issues involved.

As with any other learning, an important first task for the teacher will be to get to know the pupils, to find out about their specific skills and be aware of the emotional climate in the classroom. This will allow for intervention if a member of the group is uncomfortable. There are some basic ideas that need to be followed:

- Make it clear that participation is valued but that if a pupil finds it uncomfortable or difficult they have the right to sit quietly and listen;
- Get to know your pupils and provide opportunities to listen to them;
- Identify pupils who find it hard to work in groups and support them;
- Talk to pupils who appear to find the concepts hard and consider how you might break down or scaffold learning;
- Review the learning outcomes for some pupils;
- Negotiate and reinforce ground rules for the sessions;
- Talk to other members of the team about pupils where there are areas of concern and elicit their advice and support, for example SENCO, learning mentors, school counsellors, educational psychologists, behaviour support teachers. Agree how these pupils might be supported. This might be within class, individually or by setting up a focus group.

(Further Reading 2.7.1)
How the themes are organised

The themes are designed to be adapted and developed to meet the needs of the school and pupils, the level of skill of the teaching staff involved and the time available. Therefore, they are not lesson plans but a set of learning opportunities. The teacher will need to identify which learning opportunities suit their needs and fit into the time available. The themes are organised in the following way:

Introduction to the theme: this provides a brief overview of the theme and outlines key learning.

Questions for review and reflection: this provides between two and four open-ended or philosophical questions that can be used in a variety of ways. For example, they might be displayed on the whiteboard at the beginning of the day/week for pupils to think about. Later in the day or week a community of enquiry might be held to allow pupils to enquire into them further and seek the answer that they feel is most true. Alternatively, they might be written on the noticeboard so that pupils can write their thoughts down during the week. At the end of the week the ideas might be read out and discussed.

Learning opportunities to explicitly promote the learning outcomes of the theme – this section includes:

- **Energisers and warm-up activities:** Each theme provides a short list of ‘games’ that can be used to get the learning opportunity off to a good start. They are not linked to the specific learning opportunities but can be used during any session.
- **Learning opportunities:** These have identified learning outcomes taken from the list of overall learning outcomes (Guidance booklet appendix 1) and the more specific Year 7 outcomes for each theme.
  - **Starters** or short activities that introduce the learning opportunity.
  - **Core activity** that draws on a range of approaches to develop and extend learning.
  - **Plenary** to help pupils to reflect on their learning and draw out conclusions.
  - **Applying learning** includes ideas for how the pupils might practise or extend the skills learned both in school and outside.
- **Reinforcement across the school day:** This provides general ideas as to how the skills might be consolidated and reinforced in all lessons.
- **Whole-school approach:** This provides suggestions for school leaders to consider about how the social and emotional aspect of learning explored in the theme can be promoted through whole-school policy and practice.
- **Suggested whole-school focus for noticing and rewarding achievement:** Many schools choose to reinforce learning of the skills associated with the theme with the school’s usual means of celebration, for example praise, notes to pupils and parents or carers, certificates, merits, peer nominations. This allows them to acknowledge pupils (or adults) who are observed showing the skills.
Staff development activities to complete before you start

It will be important to explore some key issues before you start to ensure common understanding. These are suggestions:

Activity 1: Why teach SEAL?

Purpose

To demonstrate the importance of promoting social and emotional skills in school.

Resources

Sticky notes (20 per group of two or three participants).
Flipchart divided into six sections that have been labelled: self-awareness, managing feelings, motivation, empathy, social skills and other.

Process

Participants should:

1. Jot down on a piece of paper the behaviours that are a barrier to learning or success in school shown by the pupils in Year 7.
2. Get into pairs or threes and agree the ten most important behaviours of concern that are a barrier to learning. They should record these so there is one on each sticky note.
3. Agree on alternative opposite but positive behaviour for each of the behaviours of concern. The facilitator might like to ask participants to throw the behaviours of concern in the bin and explain that the positive behaviours will be those things that we want to see in school. Suggest that if we teach these then behaviour in school will improve.
4. The participants should stick the positive behaviours on the flipchart under the most appropriate heading.

It is anticipated that most of the attributes will fit within the five social and emotional aspects of learning. Alternatively you might ask staff to match these to the more specific learning outcomes.

This provides a graphic representation of the importance of the social and emotional aspects of learning for pupils in Year 7. If we teach these aspects effectively then there should be a reduction in the number of pupils experiencing behaviours that are causing concern and learning will be enhanced.
Activity 2: Where are our Year 7 pupils now?

Purpose
To have considered the level of skill primary pupils may bring to the school and how to build upon this level.

Resources
Excellence and enjoyment: getting started with SEAL DfES: 0150-2006DVD-EN (Year 6 lesson).
A list of the primary schools where most of the pupils will be coming from. Annotate the list to indicate whether the school is using the Primary SEAL Resource or a similar approach.
Reading 2.8.1. Where are pupils starting from?
Year 7 introductory booklet.

Process
There are two parts to this activity.

Part 1
What have pupils been ‘taught’ at primary schools?
Share the list of the primary schools where most of the pupils will be coming from. How many of these are already ‘doing’ SEAL?
Watch the video clip from Getting Started with SEAL (Year 6 lesson).
Identify something, with regard to social and emotional learning, that:

- The children were more skilled at than you expected;
- The children were less skilled at than you expected;
- The adults did which you felt promoted social and emotional skills effectively;
- The adults did which you think was not effective.

Part 2
How will we know the level of social and emotional skills of our new Year 7 pupils?
Discuss the following questions:

- What evidence is available already?
- What additional evidence might we gather from primary schools?
Applying learning

Agree key action points to take forward to ensure that the skills of the Year 7 pupils are built upon.

Activity 3: Are we ready?

Purpose

To support planning to ‘teach’ social and emotional skills through discrete sessions in Year 7.
To identify key actions needed to implement the SEAL Year 7 resource.

Resources

Planning for SEAL sheet.

Process

As a team discuss the questions below and identify any action you might take as a result.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Suggestions / Further issues</th>
<th>Status / Action</th>
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</thead>
</table>
| 1. Are you, as a team, confident that you understand the nature and purpose of SEAL? | If not, you might:  
  - Read the Guidance Booklet  
  - Explore additional CPD activities from the resource  
  - Visit a primary school that is implementing SEAL effectively  
  - Invite a primary school colleague who is involved in SEAL to talk to the group  
  - Explore the SEAL website  
  - Invite a colleague from the local authority to join the group and run a session about the background to SEAL  
  - Invite a more experienced colleague to advise or support you (from another school in the partnership, for example) |                 |
| 2. Are you confident, as a team, in your understanding of what the students know, understand and have experienced through SEAL in their primary schools? | If not, you might:  
  - Look at the intended learning outcomes from Primary SEAL  
  - Take some time to explore the ‘Green Set’ from Primary SEAL  
  - Plan to find out about the students’ knowledge and understanding when they join the school or in an introductory session  
  - Visit a primary school to observe a SEAL session  
  - Find out what your partner primary schools are doing to promote social and emotional skills  
  - Look at the map of learning outcomes in this resource (Year 5–9) and consider how this matches the skills and understanding of your current students |                 |
| 3. Are you confident that you have sufficient resources to deliver Year 7 SEAL? | You might think about:  
  - Staffing, including support staff and student supporters  
  - Time allocated in the curriculum  
  - Time to plan and review the Year 7 SEAL  
  - Commitment of staff to develop, reinforce and consolidate learning across the school day  
  - Copies of the materials you need |                 |
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<td>4. Do all members of the core delivery team have sufficient skills to run SEAL sessions?</td>
<td>If not, you might: • Read Guidance about learning and teaching approaches • Observe colleagues running SEAL-type sessions • Visit a primary school and consider how SEAL is promoted</td>
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<td>5. Are you confident that subject teachers who teach Year 7 are willing and have the confidence and skills to develop, reinforce and consolidate the pupils' learning of the SEAL skills?</td>
<td>If not, you might: • Run a session in a staff meeting or training day • Use members of the working group to introduce the ideas in subject department meetings and listen to their ideas</td>
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<tr>
<td>6. Have you considered what to do if a member of the team is absent and cannot deliver a planned session?</td>
<td>You might think about: • The nature of the planned activity • The nature and needs of the specific class and the group dynamics • The skills of the replacement teacher and the support staff available • Changing the planned activity to one that is less sensitive or complex to deliver or consolidates prior learning • Choose a teacher who has the skills knowledge and understanding of SEAL or other approaches</td>
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<tr>
<td>7. Are you confident that the skills that pupils learn will be consolidated and reinforced across the school day and that staff know about and will use the ideas for noticing and rewarding achievement?</td>
<td>If not, you might: • Identify key members of staff who come into contact with Year 7 and communicate the key ideas, for example through the use of posters, leaflets, notes and messages in staff briefings etc.</td>
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<tr>
<td>8. Are you confident that you have planned to meet the needs of all pupils including those with additional needs?</td>
<td>If not, you might: • Find out about the support available in school to promote social and emotional skills by talking to the LBP or SENCO • Consider how you might use focus group materials for particular groups of students • Ensure you have access to information available about the social and emotional skills of pupils.</td>
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<tr>
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| 9. Have you plans to involve Year 7 parents and carers?                  | If not, you might:  
  - Include information about SEAL in materials for parents and carers  
  - Include information or ‘demonstration’ lessons in the induction meeting  
  - Write a letter home to inform parents/carers about SEAL and the Year 7 Resource  
  - Find out about how your partner primary schools have involved parents and carers in SEAL  
  - Discuss and agree how you might use and enhance ‘the ideas for completing at home’  
  - Discuss with family link workers or LA support services the possibility of running parents’ workshops |                 |
| 10. Have you developed an overall plan for delivering the first SEAL theme and do you have session plans for the first three sessions? | (see activity 4 below)                                                                                                                                                                                                         |                 |
| 11. Have you developed a way of planning the next themes collaboratively? | (see activity 4 below)                                                                                                                                                                                                          |                 |
Activity 4: Planning

Purpose
To plan for implementation of Year 7 SEAL

Resources
A copy of the school’s usual planning proforma

Process
As a whole team, agree:

• How the themes will be introduced;
• The time and place on the timetable;
• Where the learning will take place;
• The learning outcomes and learning opportunities that will be used;
• Those responsible for ensuring that resources are collected, printed and distributed;
• The personnel involved in delivery, including the role of subject staff to develop, reinforce and consolidate learning and how older pupils might contribute;
• How the ‘topics’ for recognising and recording achievement will be shared with all members of the school community;
• The broad topic and learning outcomes that will be explored in each session.

Record your discussions.

In groups of two or three, use the school’s lesson plan format to create a lesson plan. Groups should each have a different lesson to complete.
Theme 1
A place to learn – introductory theme

Introduction to Theme 1

This theme is designed for use as part of a school’s programme to support pupils through the process of transfer from primary to secondary education. This resource might be used within a focused ‘transfer week’ or might be part of a tutorial or PSHE. It is designed so that the opportunities can be combined in a flexible way. Most learning opportunities include a starter, energiser or warm-up activity, one or more core learning opportunities and a plenary.

The theme provides learning opportunities that encourage pupils to:

- develop the social and emotional skills that help them to understand and cope with change;
- understand and actively participate in the creating of a school and class climate that promotes social and emotional learning;
- reflect upon themselves as individuals with unique skills and talents, within a range of groups that make up a learning community;
- understand and help create a class community where all members feel safe and that they belong.

Social and emotional learning around the process of change requires a complex interaction between a range of skills and this theme will draw upon all five aspects of learning – self-awareness, managing feelings, motivation, empathy and social skills.

Elly, Steve and the other space apprentices feature in the theme. They are supported by their naïve and socially unaware robotic companion 2122 (Tuwon Tutu) who provides an opportunity for social skills to be identified and developed. The use of the simple story format is intended to free pupils so that they can explore the issues involved, develop understanding and then apply this learning to their real life experience, outside the framework of their own particular situations and concerns. The story extracts are written simply to ensure all pupils can engage with the thinking they are designed to stimulate.

This theme links with Primary SEAL theme 1: New Beginnings.
Staff development activities

Activity 1.1 Belonging

Purpose
To consider what it is like to feel you do not belong.

Resources
Flipchart paper for each group of four to six. Pens.

Process
Individually, consider a time when you have believed that you haven’t belonged or been valued and think of the way it made you feel. You might want to share the situation with the group or you might want to keep your thoughts to yourself.

One person draws a circle in the centre of the paper. In your group take it in turns to write down (in the circle) any words to describe your feelings in the situation you were thinking of.

Round the edge of the paper, list the way you or others might behave when they have these feelings.

Underline any negative behaviours you have written.

Applying learning

- What are the links between our feelings of belonging and behaviour?
- What might we learn from this activity that we can apply when we are establishing our new form groups?
Activity 1.2 Feeling new!

Purpose

To consider how it feels to join a new organisation and to develop effective strategies to ensure that the school welcomes and includes newcomers.

Resources

Flipchart and pens.

Process

Staff should think back individually to a time when they were ‘new’ (in a school, in a job, in an area), then discuss with a partner what they felt at that time, and what their needs were. They might like to refer back to activity 1.1 if this was completed.

If anyone in this group is new to the school it will be very useful to explore their feelings on this.

As a whole group, list what the school does to meet the needs of pupils new to a class or to the school.

You might also want to think about what the school does to meet the needs of new parents/carers, new members of staff, or replacement teachers. You could, for example, interview new members of staff about how it felt to be new in this school – what made them feel welcome and included.

Applying learning

Keep this list to review at the end of the school’s work on Theme 1. Decide on any changes you want to make to the school systems and practice following your review.
Activity 1.3 Our human needs

Purpose
To remind colleagues of Maslow’s Hierarchy and its significance in school for Year 7.

Resources
Resource sheet 1.3.1 Maslow’s Hierarchy from the Secondary SEAL Year 7 resource (one per group of four to six).
Resource sheet 1.3.2 Peter and Sam.
Pack of small sticky notes.

Process
Participants will need to work in groups of four to six for this activity.

Remind participants of Maslow’s Hierarchy of needs by showing them Resource sheet 1.3.1. many people are familiar with this model and the concept that we have needs that fall into the following five categories: physical (food, water, shelter), security and safety, belonging, valuing self, self-actualising. Provide a little thinking time for participants to refresh their memories about this. They might like to talk to each other about it and why it is familiar.

Groups should choose to read either the story of Peter or of Sam. They might be familiar with these characters who were developed to illustrate issues around managing feelings as part of Core Day 4. They should identify the key points about either Peter or Sam from the story and record this on small sticky notes (one on each). They should share these elements and agree where they might ‘fit’ in the hierarchy, for example Peter’s view of himself as an ‘inadequate parent’ or ‘successful teacher’ might fit under the section ‘valuing self’, although it is clear that his need in this area is met as a teacher but not as a parent.

You might like to divide the groups so that half of them take Peter’s story and the others take Sam’s story, then sharing both stories and viewpoints.

When you have classified all the points, the participants should choose two pupils they have taught recently and whom they know well. They should consider in what ways their needs fit according to the hierarchy.

Finally, ask the participants to consider five things they might do in their own classroom to help ensure that the pupils have all their needs (from the ‘hierarchy’) met.

Applying learning
As a group, agree some key actions and incorporate them into your plans for induction.
Resource 1.3.1 Maslow's Hierarchy

Resource sheet 1.3.2 Peter and Sam

Sam’s story

Sam had a bad morning. She had a row with her dad again. He said that she was late getting up because she had been late coming home. If she didn’t improve she wouldn’t be allowed out at all. Sometimes she hated her dad. Everyone else was allowed out until really late but she had to be in at 10 o’clock. She was really mad so she left slamming the door behind her. She knew that would make her dad really cross and she could hear him shouting something about telling Mum.

When she got to school she chatted with her friends about the fun they had the night before. She almost forgot about the argument with her dad until it was science. She had to move classes and none of her friends was in the group with her. She knew it was because she found the work hard. She wanted to be clever like the rest of her friends but she thought it was hopeless. She sat down at the nearest table and started to think. She thought about the row she had had with her dad and how unfair he was to her. Perhaps he would tell Mum and then there really would be trouble.

It took a while for Sam to realise that the teacher was talking to her. He might have been talking to her for a while but she hadn’t heard. He was walking towards her and now he was shouting at her and wagging his finger at her, just like her dad did. He was saying how there would be trouble if she didn’t move into her group.

Before she had even thought about it, she was standing up. There was silence all around her and everyone was looking at her. Then she heard herself swearing and telling him to leave her alone. She knocked her book to the floor and stormed out. She went to the toilets and locked herself in the cubicle. It wasn’t fair, nothing was fair. She hated her science teacher and she hated her dad.
**Resource sheet 1.3.2 (cont.)**

*Peter’s story*

Peter had had a bad morning. His 5-year-old son had played up really badly. When he eventually got his son in the car and turned the ignition on, it had spluttered and refused to start. It took him about half an hour messing around under the bonnet before he eventually set off. During the entire journey his son moaned about having to go to the child minder’s house.

Things didn’t get much better once he got to school. In the night, his classroom had sprung a leak. There was water all over his desk. By the time he’d cleaned it up, his registration group had come in. After registration he had a Year 7 science group. They were a real handful. He had hoped to have everything ready for the group but now this wasn’t possible.

The class came in. He felt poorly prepared and had the beginning of a headache. He explained about the leak but some of the pupils were upset. He asked the class to get into their small groups. After the usual disturbance they were ready to start.

Then he noticed Sam. She was sitting at an empty table and had quite obviously not bothered to move. He walked towards Sam. She was looking at him with a blank stare and seemed to be saying, ‘You can’t make me move’. Before he had even thought about what he should do, he had launched in and heard himself saying, ‘Get into your group or you will be sorry’. He was shouting too.

Sam wasn’t usually too much of a problem. She didn’t always concentrate in class but she usually did what she was told with a little extra encouragement.
Activity 1.4 Threats

Purpose

To consider how to ensure that the Year 7 class is social and emotionally safe for the pupils.

Resources

Flipchart paper
Resource sheet 1.4.1 Fight or flight

Process

Display the diagram, flight or fight, and explain that people have a strong instinct to respond to threat in three possible ways, ‘fight, flight or freeze’. What possible threats might pupils feel in the school? List all the threats that pupils might feel in the classroom.

Consider how we ensure that these threats are minimised both in school and in the classroom.

Applying learning

Find out from pupils (for example last year’s Year 7) in the school about any aspects of school they feel threatening. You might provide them with a map and encourage them to record their feelings of either threat or safety by rating the different areas of the school (using colour or symbols).
Resource sheet 1.4.1 Fight or flight
Activity 1.5 Change

Purpose
To understand the issues about how people cope with change.

Resources
One large sheet of paper per person, coloured pens
Resource sheet 1.5.1 (taken from Theme 1) Changes

Process
This might be tricky for staff experiencing an upsetting change – so it is particularly important for staff to feel they can opt out if they feel uncomfortable.

Individually, draw a representation of your life journey. For example, you might choose to draw a road. At certain points along the road there will be changes, some big, some small. It is important that each person decides what is important to them and includes only what they are happy to share with colleagues.

Use different coloured pens to write some of the feelings you experienced at the time, next to some of the changes on your life journey. As a group, discuss the most common feelings you all identified. Consider which of the changes you identified on your life journey were:

- natural – that is, the kind of changes that happen to us all in the course of growing older;
- changes you chose or actively sought;
- changes that were imposed, and outside your control.

Each person should choose one time in their life story when they were undergoing a major change in their life. Look at the stages of change and describe the change to a partner in these terms.

Finally, consider the change associated with transfer from primary to secondary school and consider what the implications of this model would be on how you support pupils through the process of change.

Applying learning
Use your understanding of the feelings associated with change and apply this to your understanding of how the new pupils might be feeling. Talk to them about the changes that they have experienced and their feelings about this.
Resource sheet 1.5.1 Changes

Theme 2
Learning to be together – social skills and empathy

Introduction to Theme 2

This theme focuses primarily on the social and emotional aspect: social skills, with a secondary focus of empathy. It is designed to promote the skills of interpersonal relations that are required as the pupils establish themselves in their new school, form new relationships both within and outside the form group and balance the competing needs that this situation requires. Many of the learning opportunities in this theme require pupils to work together either in pairs or small groups and this provides an opportunity for them to practise the skills they are learning.

An important aspect of this theme is that of empathy. This aspect will be considered and developed throughout all the learning opportunities.

Elly, Steve and the other space apprentices feature in this theme. They are supported by their naïve and socially unaware robotic companion 2122 (Tuwon Tutu) who provides an opportunity for social skills to be identified and developed. The use of the simple story format is intended to free pupils so that they can explore the issues involved, develop understanding and then apply this learning to their real life experience, outside the framework of their own particular situations and concerns. The story extracts are written simply to ensure all pupils can engage with the thinking they are designed to stimulate.

This theme links with Primary SEAL themes 2: Getting on and falling out, and 5: Relationships.
Staff development activities

Activity 2.1 Listening skills

Purpose

To refresh and extend understanding of listening skills. (The facilitator should reflect upon the skills of members of the group and consider carefully whether this activity will enhance and refresh the particular skills of the colleagues involved.)

Resources

None.

Process

The ability to be an active listener is fundamental to work in the area of social and emotional learning and emotional well-being. You might have already carried out work as a whole-school staff in this area, and some of you might have received training in counselling, but spending a little time honing your skills or considering how this applies in your work with Year 7 might still be useful.

Work in threes. Each threesome should appoint:

- an observer;
- a communicator;
- a listener.

The communicator should think of an incident or story that they are happy to share that has some emotional overtones. They should tell the listener about the incident.

The listener should avoid eye contact with the communicator, fidget and deliberately fail to listen. The participants should then switch roles. The activity should be repeated but this time the listener should use non-verbal means to show they are listening. For example, they should make appropriate eye contact, sit in an ‘attentive’ way and nod or use facial expression to show they are interested.

The participants should switch roles again but this time the listener should use non-verbal and verbal means to encourage. This might include:

- encouragers – for example, ‘I see’, ‘really’, ‘I understand’;
- reflection – repeating important phrases to show that you understand and have listened;
- summarising – reflecting back the content of what has been said using different words to help clarification;
- paraphrasing – reflecting back the hidden meanings or feelings – for example, ‘I guess when he did that it made you feel angry’;
• questioning – asking questions for clarification – for example, ‘How did that make you feel?’, ‘What happened then?’.

Ask the people who took the role of observers to suggest the key features of helpful listening.

**Applying learning**

Pose the questions:

What are the implications of this activity for our work with colleagues, pupils and their families?

How might the activity be used in class to help pupils develop the skills of helpful listening?
Activity 2.2 Conflict resolution

Purpose

To become familiar with the conflict resolution approach advocated in SEAL.

Resources

2.2.1 Peaceful problem-solving information sheet.

Process

Remind participants that conflict is a normal part of life. Pupils who have worked on primary SEAL will have built up their skills using a process called Peaceful problem-solving. Many skills are involved in using such a process, including:

- calming down before you try to resolve the conflict;
- listening skills;
- seeing something from someone else’s point of view;
- thinking clearly about what it is you want or need;
- using assertiveness skills – avoiding responses that make the conflict worse;
- knowing how to make up – saying sorry, how not to lose face, and so on.

Give out to each staff member the Peaceful problem-solving information sheet, which describes the peaceful problem-solving process.

Explain that many adults feel that they have to solve social problems for the pupils.

However, if the peaceful problem-solving process is to be adopted as a whole-school approach then the adult role changes to one of mediator and provider of support to pupils in using the process. This means encouraging the pupils to keep to the process by making sure that they talk to each other and not to the adult, and that they generate and agree their own solutions.

Staff should work in groups to think of a conflict between pupils that they have been asked to sort out recently. One of them should describe the incident to the rest of the group. They should explain how they sorted out the problem. They should consider how they might mediate the difficulty using the peaceful problem-solving process. Ideally, staff will play the role of the teacher mediator and the pupils involved.

As a whole group, discuss the questions:

- How did the mediator role differ from that of a problem solver?
- What are the advantages and disadvantages of using this approach?
Applying learning

Use Peaceful Problem Solving by introducing it to a group of pupils known to frequently fall out. Act as mediator rather than a problem solver if/when they fall out. Suggest they create a suitable PPS poster for their own form room.
Resource sheet 2.2.1 Peaceful Problem Solving

*Ready* ...

Are you ready to think together?

How are you feeling and why?

Are you calm? Use your best calming-down tricks.

*Steady* ...

Take it in turns to talk it through.

Listen without interrupting.

Say what has happened, how you feel and why.

Say what you would like to happen.

Think of all the different things you could do to help you both feel OK.

Agree something that you both feel OK about.

*Go* ...

Go for it! Try out your idea.

*And replay in slow motion.*

Think about how you did it.

Check if things are OK.

What went well? What would you change next time? What did you learn?
Activity 2.3 Empathy

Purpose
To understand the significance and elements of empathy.

Resources
A set of photo cards showing strong emotions.
Sticky notes or cards.
Resource sheet 2.3.1 Empathy.
Resource sheet 2.3.2 The Scream.

Process
This activity will be most effective if the group feels safe and relaxed.

Show the photo cards in turn, read the poem, Hurt Boy and the Birds by John Agard, show the picture, ‘The Scream’.

Ask participants to work individually or in pairs to jot down as quickly as they can what comes into their heads. Then discuss:

1. How the person/people were feeling in the stimulus.
2. How they knew what the character(s) was/were feeling.
3. What feelings they experienced while watching/listening to the stimulus and whether they felt the same feeling as the character(s).
4. Whether the feelings they experienced just happened to them or they had to concentrate and think about them.
5. What situation(s) elicit(s) ‘feeling for and with’ somebody else?

Explain that Goleman (Social Intelligence, 2006, Hutchinson, London) suggests that there are several components (skills) to empathy. In a simplified form, these are:

- Valuing the person.
- Paying attention (taking time to consider the feelings of another; being able to put aside our own thoughts and preoccupations).
- Being able to see and understand the world from the other person’s perspective.
- Knowing how the person is feeling (for example through body language, facial expression).
- Feeling what they feel.
- Wanting to do something to make things better for that person (concern).
- Doing something about the situation (the action component).

Which components of empathy did you demonstrate in this short warm-up activity?
Ask participants to consider their interactions during the school day and to try to identify one time that they used each of the above components of empathy and one time they observed the pupils in their groups demonstrating these elements.

Ask participants to look at the following components and consider which they would find easy to teach to a robot and which elements would be more challenging:

- Paying attention to someone else (being able to put aside our own thoughts and preoccupations).
- Being able to see and understand the world from the other person’s perspective.
- Knowing how the person is feeling (for example through body language, facial expression).

Explain that these are necessary skills, but by themselves are not enough to support the development of positive empathy in pupils. They could be summed up in the phrase “the ability to understand the situation of another without experiencing feelings” (Hogan, 1969).

The key for fostering these components seems to be to promote an ethos which:

- encourages students to see the other person/people as similar to themselves (valuing others);
- encourages students to take time and pay attention to how they would feel in a similar situation;
- provides opportunities for pupils to be moved emotionally to feel for and with others (for example through texts, drama, film, real-life situations etc).

**Applying learning**

Identify one pupil that you teach whom you find it hard to like or feel empathic towards. Over the week try to pay attention to this pupil as an individual and report back what happens.

OR

Look at the learning outcomes for empathy in the Year 7 resource and agree with a partner three actions that they will take to promote empathy within the Year 7 group.
Resource 2.3.1 Empathy

The hurt boy and the birds

The hurt boy talked to the birds
and fed them the crumbs of his heart.

It was not easy to find the words
for secrets he hid under his skin.

The hurt boy spoke of a bully’s fist
that made his face a bruised moon –
his spectacles stamped to ruin.

It was not easy to find the words
for things that nightly hisses
as if his pillow was a hideaway for creepy-crawlies –
the note sent to the girl he fancied
held high in mockery.

But the hurt boy talked to the birds
and their feathers gave him welcome –
Their wings taught him new ways to become.

John Agard

The hurt boy and the birds © 1996 by John Agard, reproduced by kind permission of John Agard c/o Caroline Sheldon Literary Agency Limited.
Resource 2.3.2 The Scream

Edvard Munch: The Scream, 1893
Oil on board
83.5 x 66 cm
Munch Museum, Oslo

Copyright artwork: Munch Museum/Munch-Ellingsen Group/DACS 2007
Copyright photo: Munch Museum
Theme 3

Keep on learning – motivation

Introduction to Theme 3

This theme focuses primarily on two of the social and emotional aspects of learning: motivation and self-awareness. It provides opportunity for students to reflect upon themselves as individuals and to consider how and when they think they will learn best within the larger and more complex learning environment of the secondary school. There is an emphasis on encouraging students to keep a balanced approach between the increased demands on their time and encouraging them to recognise the importance of goal-directed behaviour, optimistic thinking and taking responsibility for their own success and mistakes in reaching their goals.

This theme links with the Primary SEAL theme: Going for Goals.
Staff development activities

Activity 3.1 Planning to reach our goal

Purpose

To understand some of the ways of planning to meet a goal and to experience the process used in Theme 3 learning opportunities.

Resources

Flipchart and pens.

Process

As a group, agree a key task that will take forward your plans to implement and embed SEAL across Year 7.

Use the process described in Learning opportunities 4 and 5 to plan to meet your goal. This is as follows:

Task 1: Visioning your goal

There are many ways to identify your goal – this is just one of them. The group facilitator should ask the group to enter into the spirit of the activity and then read out the following passage or ask participants to read it quietly to themselves.

Imagine you are standing outside the school gates. The sun is shining and you are feeling really positive. You notice a shed next to the gates. You haven’t seen it before. You open the door and walk in. To your surprise you see that you are in some kind of vehicle with controls and buttons. In front of you is a screen. It flickers into action and it says, ‘Destination date: two years from now’. Before you have time to think, there is a noise, the shed begins to shake, everything is bathed in a bright white, then red, then yellow light. The machine stops shaking and the light becomes softer. You step out of the shed and walk into school. It is not long before you are aware of the changes that have happened over the last two years. This is strange because everything is familiar to you even though you have travelled forward in time; you know you were part of the journey. You are feeling very proud of what you have done.

With a partner, write a list of all the things that are different and have changed as the school has implemented SEAL successfully. Make sure you consider what your particular role has been.

As a whole group, identify a clear goal, for example for all pupils to have had an opportunity to learn the full range of social and emotional skills, through tutor time and work in three subjects that is planned and coordinated. Write your goal in the middle of a large piece of paper. Add two things that will let you know that you have successfully reached your goal.


Task 2: So that’s our goal – what next?

The group should consider where they are in relation to the goal. They might consider this idea in pairs and small groups and should agree the evidence for why they think this is where they are. Groups should take it in turns to indicate where they think the Year 7 is in meeting their goal, using evidence to justify their choice. Through a process of discussion and enquiry, identify and agree where you are in the process.

Task 3: Plotting our route

As a whole group, list all the things that need to happen to reach your goal. Record these randomly across the chart. Groups of people with similar roles might like to repeat this process as a sub-group, drawing on the group response where appropriate. They should then link the actions, using a coloured pen, to plot a route. They should choose how this might show that more than one action might be taken simultaneously. The coordinator should collect the charts and use them to inform the Year 7 action plan.

Task 4: When the going gets tough

As a whole group, identify any key barriers to progress and decide how the group might support one another to overcome these barriers. For example, it might be hard to designate the time required each week to SEAL, you might lack confidence with some of the core ideas etc.

Task 5: Taking stock

Agree times to take stock, consider and celebrate how well you are getting on. Agree some success criteria and write them by the key actions – these will let you know that you are on track towards meeting your goal.
Activity 3.2  Locus of control

Purpose

To understand the concept of locus of control and its significance in learning.

Resources

Resource sheet 3.2.1 What’s my style?’ cards
Resource Sheet 3.2.2 ‘It’s up to me’

Process

Explain that the following activity is taken from Theme 3.

You might like to ask for three volunteers to act out the following scenario as the three characters or do so yourself.

Mr Itsmeagainstheworld is walking the wood and treads in some dog dirt. He looks down and says, ‘Bloody dogs, shouldn’t be allowed. If I caught that dog and its filthy owner I’d make sure they weren’t able to walk again!’

Mr Theworldsagainstme is walking in the wood and he treads in some dog dirt. When he looks down and realises what has happened, he says, ‘Well! Isn’t that just typical? I am so unlucky. Things like this never happen to anyone else. Everything is against me … the world’s against me …’

Mr Itsuptome is walking in the wood and he treads in some dog dirt. When he looks down and realises what has happened, he says, ‘Oh s**t! What a pain! I should have paid more attention – there are loads of dogs around here. Next time I must look where I am going.’

The three characters represent three ways we attribute what happens to us. We flit between these in our lives but some people are more prone to making one type of attribution than another. The important thing is that some types of attribution lead to a happier and more successful life.

Pose the questions:

‘Which one would you like to be like?’
‘Which one are you like?’

Use the ‘What’s my style?’ cards, sheet 3.2.1. Place the character cards in one pile and the situation cards in another. Take it in turns to pick up a card from both piles and identify the person and role-play how the person would respond in the situation identified.
The significance of this type of understanding in school is the impact that some type of attribution has on the motivation of pupils. Helpful attributions are those that lead the pupil to believe that they are in control of what happens to them. The purpose of this type of activity will be to change unhelpful thoughts into the more helpful ones associated with the ‘It’s up to me’ character’s way of thinking.

**Applying learning**

Agree a way of reminding people in school that we are in control of what happens to us and that it really is ‘up to me’. Use language which encourages this sort of thinking in feedback to pupils. For example:

‘I can see you understand x and y but that you have to think harder about z.’

‘You worked hard and were successful with x. Can you do the same in your thinking about y?’

‘What helped you when you were learning x? Do you think that you can use that when you consider y?’
Resource 3.2.1 What’s my style?

Situation cards

<table>
<thead>
<tr>
<th>You leave your sat nav in the car. It gets stolen.</th>
<th>The zip breaks on your bag and your phone falls out and breaks.</th>
<th>You fall asleep without marking your Year 9’s work and you know they will moan about it.</th>
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</thead>
<tbody>
<tr>
<td>You are not well prepared for your lesson. The lesson you want to run involves small-group work. This doesn’t go well and all the pupils seem to fall out with one another.</td>
<td>You take over a group at the beginning of Year 10. The group had done well in Year 9 but do not achieve very high grades in their GCSE.</td>
<td>Your tutor group comes last in the school sports.</td>
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<td>You bite into an apple and a wasp stings you.</td>
<td>You agree to take part in the school musical. You forget your words.</td>
<td>You watch a horror movie and can’t sleep.</td>
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<tr>
<td>You take a cake across the road to a friend’s birthday. It rains and ruins the icing.</td>
<td>You are messing around play-fighting with your son and you bump into the table, knocking over a bottle of blackcurrant juice.</td>
<td>There are terrible storms and the roof of your house is damaged. You phone up the insurance company but they tell you it is not covered as the insurance has lapsed.</td>
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</tbody>
</table>

Character cards

| It’s up to me | The world’s against me | It’s me against the world |
Resource 3.2.2 It’s up to me

You might like to ask for three volunteers to act out the following scenario as the three characters or do so yourself.

**Mr It’s me against the world** is walking in the wood and treads in some dog dirt. He looks down and says, ‘Bloody dogs, shouldn’t be allowed. If I catch that dog and its filthy owner I’d make sure they aren’t able to walk again!’

**Mr The world’s against me** is walking in the wood and he treads in some dog dirt. When he looks down and realises what has happened he says, ‘Well! Isn’t that just typical? I am so unlucky. Things like this never happen to anyone else. Everything is against me … the world’s against me ….’

**Mr It’s up to me** is walking in the wood and he treads in some dog dirt. When he looks down and realises what has happened, he says, ‘Oh Blast! What a pain! I should have paid more attention – there are loads of dogs around here. Next time I must look where I am going.’
Activity 3.3  Internal motivation

Purpose
To consider the significance of feedback and learning and teaching approaches to motivation.

Resources
Flipchart paper divided into three parts labelled: intrinsic motivation, external motivation, internal motivation.
Pens.
Sticky notes.
Resource sheet 3.3.1 Encouraging self-motivation (one per participant).

Process
Ask participants to:

List all the different activities that the pupils in your lessons did today. Write them on sticky notes, with one activity on each. Read out the definitions of the three types of motivation. Take it in turns to read out the activities on your sticky notes and place them on the flipchart, according to which of the three types of motivation were involved, and how you encouraged the children to complete the activity.

When the activity is complete, you might reflect on the following questions:

- What type of motivation are we trying to encourage in the pupils?
- How do we ensure that the children are becoming more self- or internally motivated?

There are some teaching strategies that are thought to encourage internal motivation in learners. Some of these are included in the Resource sheet 3.3.1.

Recap on the types of motivation.

Intrinsic motivation
This is when we are motivated by the experience of doing an activity which is in itself engaging, interesting and enjoyable for us.

External motivation
When we do something to obtain a reward or avoid a punishment.

Internal motivation
When we do something because the outcome is valued in itself.
Use the resource sheet to:

- rate yourself according to how frequently you use the strategies in the table;
- talk to a partner and give examples to show why you have rated yourself in the way you have.

**Applying learning**

In pairs, choose one or two of the strategies and decide a practical step that you might take to move one step towards the right-hand side of the scale and use more strategies to encourage internal motivation. With your partner, discuss how you are going to support, encourage and motivate each other as you try out your ideas.
### Resource 3.3.1 Encouraging self-motivation

Rate yourself against the following aspects of your teaching. 
1 = not at all and 10 = all the time

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<td>Show a personal enjoyment and interest in the content of the lesson.</td>
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<td>Place an emphasis on how pupils learn rather than their performance.</td>
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<td>Encourage autonomy in the pupils.</td>
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<td>Focus on individual improvement and what has been learned rather than making judgements or comparisons.</td>
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<td>Emphasise progress over time rather than grades or marks.</td>
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<td>Provide informative feedback that helps the pupils feel responsible for their success and helps them improve.</td>
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<td>Attribute failure to the nature of the task, quality of teaching or some changeable aspect of the pupil.</td>
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<td>Make it clear that mistakes are a valuable part of learning.</td>
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**Intrinsic motivation**

This is when we are motivated by the experience of doing an activity which is in itself engaging, interesting and enjoyable for us.

**External motivation**

When we do something to obtain a reward or avoid a punishment.

**Internal motivation**

When we do something because the outcome is valued in itself.
Theme 4  Learning about me – managing feelings

Introduction to Theme 4

This theme provides learning opportunities that encourage pupils to become more aware of how they are feeling, express their emotions more richly and fully, through their words, faces, voices, tone and body language, gain basic techniques for managing their feelings, and use this understanding to behave more appropriately, make better choices, learn more effectively and build better relationships with others.

This theme links with the Primary SEAL themes 4: Good to be me and 5: Relationships.
Staff development activities

Activity 4.1 Understanding emotions

Purpose

To enhance understanding of emotions and their significance in school.

The parts of our brain and its functions

NB, this is based upon the Year 7 resource, theme 4.

Resources

Resource sheet 4.1.1. How do our brains work?

Process

Divide the group into three – one group should ‘be’ the neocortex, another the limbic system, and the third group should be the reptilian brain.

Hand out the resource sheet and provide some reading time. The groups should each use the information on the sheet to consider the question:

If each part of the brain were a person, what would they be like?

For example:

- reptilian brain – person in overalls who lives in the basement and likes fighting.
- limbic system – fluffy hippy type with flowing hair and scarves;
- neocortex – uptight business man type;

They should draw their ‘part of the brain’ person on a flipchart and annotate it with speech balloons and thought bubbles. They might then like to describe this to the rest of the group.

Now describe five different scenarios as follows:

- A person is out walking in the park on a beautiful sunny day, as they walk along the path they are thinking about how beautiful the world is.
- As they round a bend they are faced with a place where they had a serious accident several years ago. The reptilian brain is primed for action automatically.
- They walk on but it is too late as in front of them there is a colleague from work. The last thing the person wants to do is to talk to the colleague but there is no choice. So they walk on together. He is going on and on in a very irritating way about work.
- It is getting late and so the person makes excuses and hurries on but is not concentrating on the path and bumps into a boy who is playing football.
It is just getting dark. The person has stayed out later than expected. They hear footsteps behind them and a scream.

If you are feeling brave you might like groups to act this out with colleagues taking the different 'parts of the brain'. Alternatively, participants should talk through what their part of the brain might be doing.

Summarise the learning from the activity as follows:

- When afraid, the emotional part of the brain takes over and responds without thinking.
- The emotional part of the brain can easily be triggered by fear and minor frustrations that build up over time. A person might not be aware that this has happened.
- It takes a long time for the emotional/reptilian brain to calm down which can take as long as one hour.
- Arousal of the emotional part of the brain can build up without the person realising that this is happening which can lead to an emotional hijack.

**Applying learning**

Agree what the implications of the activity are, and the summary might be for adult behaviour in school. Agree three actions that will help.
Resource sheet 4.1.1 How do our brains work?

Emotional hijack and emotional downshifting

To understand our emotions better, why they sometimes get out of control and how to manage them, it can help to know a bit about how our brains work.

A lot of what the brain does is ‘unconscious’

A lot happens in your brain which you don’t know about – you are not aware or conscious of it. When you think about it, it’s obvious that you don’t have to think how to breathe or digest your food – what hard work that would be! But there is a good deal else that goes on that we are also not really aware of, and quite a bit of that is to do with how our brain deals with our feelings and our emotions.

Our brain is in three parts

We tend to think that our brains are one thing, but that is not really true. Our brain can be seen as being made of three different parts, a bit like three different computers which were built at different times and work differently from one another, although they can talk to one another - in a not very efficient way. Each of the three brains was formed at different times in our evolutionary past, as we gradually changed from being fish to being monkeys and finally humans.
Resource sheet 4.1.1 (cont.)

The reptilian brain

This is the oldest part of our brains, a part we share with reptiles like lizards and iguanas – this is the only part they have. This is not a conscious part of our brains, but works automatically without our knowing it, and controls the things our bodies do automatically (like breathing or digestion). These automatic reactions include how we react to save our lives if we are surprised or frightened, for example we jump at a noise or want to hit out if threatened before we even really know what is happening. These immediate and automatic reactions are often called ‘fight or flight’. The reptilian brain is the primitive survival brain, and has only a few dozen or so ancient programs to choose from. These programs include being aggressive, territorial (defending where we live) and liking things to stay the same.

The mammalian brain – the limbic system

This is a newer part of our brain, only (!) about 60 million years old. It is one that we share with mammals, and is a lot more sensitive and sophisticated than the reptilian brain. This is the part of the brain that lets information in, through a little structure called the ‘thalamus’. The thalamus takes in information through the senses (like the eyes and ears) and sends to other parts of the brain to work on. This limbic system is mainly concerned with the emotions and feelings (some people call it ‘the emotion brain’) and is responsible for what our bodies do when we have strong feelings.

The new mammalian brain – or neocortex

The newest part of our brain is called the neocortex or ‘new mammalian brain’, and has only been around for a few million years. Some higher animals have this part too, but in humans it is the largest of the three brains and is about five-sixths of the entire brain. This is the clever ‘thinking’ part of the brain that can think logically and make sense of the world. It sorts information, decides what things mean, uses language, does sums, understands science, thinks about who we are in the universe – all the things most mammals can’t do, as far as we know.

How our brain usually works

How does our brain usually work? Well, first, it is important to know that information from the outside, like what we see or hear does not go straight to the clever thinking part, the neocortex. It goes to the ‘air traffic controller’ part of the brain, the thalamus which is in the middle part, the limbic system. When the thalamus believes the situation is OK, and not threatening, it sends information on to the right part of the clever thinking part of the brain, the neocortex, to think about it, work out what it is and what to do about it. Sometimes it is just neutral information (like ‘oh a stair, need to walk up it’) but sometimes it is something to get emotional about (like, ‘ooh, a birthday cake, how nice’). If we need to get emotional the cortex sends the information to the amygdala, the emotional part of the brain which creates feelings and actions – so we react appropriately to what happens to us (like feel pleased, smile and thank people for the cake).
Emotional hijack and emotional downshifting

So that is what happens when life is peaceful. But if the thalamus believes that what is happening is a big threat, it reacts differently. It ignores or bypasses the thinking part of the brain and sends information straight to the amygdala (the emotional part) in 1000th of a second. The amygdala sends signals straight to the reptilian brain to make us react, often physically by jumping or punching or leaping up – the so-called ‘fight or flight’ reflex. It also floods the body with stress chemicals that cause instant and strong feeling – which we usually interpret as anger or fear. We react like this before we are even conscious of it.

An obvious example of this is when we jump at a sudden noise before we know what it is. This whole reaction has been called an ‘emotional hijack’, because, like a plane hijack, it is as if someone else has suddenly taken over the controls.

When we have this emotional hijack the clever thinking part of our brain is shut down and the oldest part of our brain, the reptilian brain, takes over. This is called ‘emotional downshifting’.

Emotional hijacks can come out of nowhere, like when we hear a sudden noise, but they usually come when we are already upset and uptight – when our minds and bodies are already set for feeling threatened or in danger. This is why we often ‘snap’ when someone has been annoying us for ages and we have been trying to put up with it, or one more small thing goes wrong in an already horrible day.

These basic processes were really useful to our ancestors, who needed to escape from sabre-toothed tigers. In such serious, threatening situations we need to take immediate action – if we are faced with a wild bear, we need to run first and ask questions later. Our lower brains work well in these kinds of situations; they were designed to make quick decisions. So downshifting is an automatic protection mechanism and helps us shift to more primitive and dependable response patterns, like running or hitting out.
Resource sheet 4.1.1 (cont.)

**Fight or flight can cause trouble nowadays**

Emotional hijack and emotional downshifting are occasionally still really useful today and can save our lives, like when we leap away from a snake before we have even seen what it is, or jump aside to avoid a falling brick, or screech to a halt at a cliff top when we are running. If we had to think about this first, we would be dead!

But apart from these rare events, life is now very different for us than it was for our cavemen ancestors – the sabre-toothed tigers are (sadly!) gone and we don’t often have to do something to save our own life. But we are still hard-wired the same way to respond to threats with fight or flight. The ‘threats’ that the thalamus believes are there are not life-threatening – they are often what other people say or do, like ‘I hate you’ or ‘what a horrible haircut!’), or something going wrong in our lives – usually, as we have seen, when we are already upset and on edge.

So just at the time when we most need it to get us out of trouble, when we are upset, or under stress, we lose the full use of the clever, thinking new neocortex – then we can’t think straight, we feel confused, and say and do inappropriate, hurtful, harmful or even violent things. So while it’s good to have the quick reaction time for cliff edges, speedy cars or falling bricks, most of the time this is overkill and kill it does. It can kill friendships, and school success, and even get us punched.
Activity 4.2  Calming down when our emotions take over

Purpose

To share ideas about how to relax when feeling stressed.

Resources

Flipchart divided into three labelled – distraction, exercise, relaxation.
Sticky notes and pens.

Process

You might want to use a round to start this activity i.e. take it in turns to say and complete the sentence below:

When I am stressed I calm down by …

Record on the sticky notes the ideas generated, with one idea on each note.

Explain that the SEAL resource is based upon the idea that there are three key ways of calming down:

• distraction, by moving to a new place away from whatever is causing the stress or by doing something entirely different;
• exercise;
• relaxation.

Hand out the ideas on the sticky notes and ask participants to classify each idea by sticking them on the relevant section of the flipchart.

Applying learning

Try out an idea that you haven’t tried before when you next feel stressed, angry or anxious.

Invite someone in to help you relax. Ideas might include, for example Indian head massage or aromatherapy.
Activity 4.3 Feelings, mood, temperament

Purpose
To understand the difference between temperament, mood and feelings and consider some useful strategies in changing our mood.

Resources
Resource sheet 4.3.1 Temperament, mood and feeling
Resource sheet 4.3.2 The basic emotions
Resource sheet 4.3.3 Positive self-talk

Process
Shuffle the mood, temperament and feeling cards and place them on the table in separate piles. Participants should pick up a temperament card, then a mood card, then a feeling card. They should decide on the behaviour that might result from this combination.

Key learning:
- We have a temperament – this is probably quite set by the time we reach adolescence.
- Our experiences create a mood state – this builds up over time because of what happens to us.
- The way we feel in response to an incident – it is likely to be influenced by our temperament and our mood.

Understanding our temperament and our moods helps us to prepare for what might happen to us. If we have a temperament that leads us to be depressed we can ensure that we seek out activities that help to keep us optimistic. If we recognise our mood we can respond by using a ‘calming down’ approach.

Participants should each take a mood card, excluding happy, and consider:
How I would know if I was in this sort of mood. They should consider the physical aspects, their thoughts and their feelings.

Identify three strategies that might help them feel more positive. For example, seek out someone we get on well with, who makes us laugh, relax, go for a run, etc.

Ask participants to reflect upon their own emotional state and decide their temperament, mood and current feeling.

Divide the group in to two halves. Ask one to read Resource sheet 4.3.2 and the others to read Resource sheet 4.3.3. They should work in pairs and agree the key messages from the reading. They should then get in a four with two people who have read the other reading. They should take it in turns to explain the key reading.
**Applying learning**

Ask participants to consider:

- How will you become more aware of your mood in school and how will this impact on your interactions with pupils?
- What things will you do to keep optimistic and positive?
- What can you do to help others?
### Resource sheet 4.3.1 Temperament, mood and feeling

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Temperament</th>
<th>Temperament</th>
</tr>
</thead>
<tbody>
<tr>
<td>Happy</td>
<td>Pessimistic</td>
<td>Angry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temperament</th>
<th>Mood</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>A worrier</td>
<td>Anxious – you are doing a Masters and your exam is coming up.</td>
<td>Sad – coming up to the anniversary of a sad event.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mood</th>
<th>Mood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry, feeling hard done to as everything has gone wrong so far in the morning.</td>
<td>Woke up and thought it was Saturday so went back to sleep. Woke up later in a hurry and realised it was only Wednesday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mood</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sun is shining and so you walk to school – it feels like the first day of spring.</td>
<td>The dog eats your breakfast.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the pupils in your tutor group refuses to take her coat off.</td>
<td>You find out that you have won £45 in the school sweepstake.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>You realise that it is the staff meeting today and you are doing a presentation. You have forgotten your notes and won’t have time to go back to get them.</td>
</tr>
</tbody>
</table>
Resource sheet 4.3.2 The basic emotions

There are certain emotions that we all have, whoever we are, wherever we live and whatever age we are. A baby has ways of letting you know the strong emotions that they feel – for example, of anger, of sadness, of fear. They are part of being human, and are probably also felt by other animals. But what are these basic emotions?

Psychologists disagree about the exact list. Some think that there are only two basic emotions, like Pain and Pleasure or Happiness and Sadness. But most identify several. To give an example, Parrott believes that there are six basic emotions: Love, Joy, Surprise, Anger, Sadness and Fear. From each of these basic emotions, there are Secondary and Tertiary emotions. The table below shows how he groups them.

<table>
<thead>
<tr>
<th>Primary emotion</th>
<th>Secondary emotion</th>
<th>Tertiary emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>Affection</td>
<td>Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality</td>
</tr>
<tr>
<td></td>
<td>Lust</td>
<td>Arousal, desire, lust, passion, infatuation</td>
</tr>
<tr>
<td></td>
<td>Longing</td>
<td>Longing</td>
</tr>
<tr>
<td>Joy</td>
<td>Cheerfulness</td>
<td>Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria</td>
</tr>
<tr>
<td></td>
<td>Zest</td>
<td>Enthusiasm, zeal, zest, excitement, thrill, exhilaration</td>
</tr>
<tr>
<td></td>
<td>Contentment</td>
<td>Contentment, pleasure</td>
</tr>
<tr>
<td></td>
<td>Pride</td>
<td>Pride, triumph</td>
</tr>
<tr>
<td></td>
<td>Optimism</td>
<td>Eageress, hope, optimism</td>
</tr>
<tr>
<td></td>
<td>Enthralment</td>
<td>Enthralment, rapture</td>
</tr>
<tr>
<td></td>
<td>Relief</td>
<td>Relief</td>
</tr>
<tr>
<td>Surprise</td>
<td>Surprise</td>
<td>Amazement, surprise, astonishment</td>
</tr>
<tr>
<td>Anger</td>
<td>Irritation</td>
<td>Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness</td>
</tr>
<tr>
<td></td>
<td>Exasperation</td>
<td>Exasperation, frustration</td>
</tr>
<tr>
<td></td>
<td>Rage</td>
<td>Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment</td>
</tr>
<tr>
<td></td>
<td>Disgust</td>
<td>Disgust, revulsion, contempt</td>
</tr>
<tr>
<td></td>
<td>Envy</td>
<td>Envy, jealousy</td>
</tr>
<tr>
<td></td>
<td>Torment</td>
<td>Torment</td>
</tr>
</tbody>
</table>
If we are to be emotionally literate, it is important to be able to recognise and name different emotional states. However, it is also important to realise that the label we put on an emotion can influence the effect it has on us. For example, excitement and anxiety have much the same physiological responses, but call anxiety ‘excitement’ and it can change the way we feel about it.

We have different reactions to different emotional states, as far as what we find ‘positive’ and acceptable and what we might consider ‘negative’ and unacceptable. This occurs to such an extent that sometimes we will deny that we ever experience even a basic emotion. Have you ever heard someone say, ‘I never get angry’. What they usually mean is ‘I don’t like to think of myself as angry. I’m not that sort of person.’

Yet all these basic emotions serve a purpose.

<table>
<thead>
<tr>
<th>Primary emotion</th>
<th>Secondary emotion</th>
<th>Tertiary emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sadness</td>
<td>Suffering</td>
<td>Agony, suffering, hurt, anguish</td>
</tr>
<tr>
<td>Sadness</td>
<td>Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy</td>
<td></td>
</tr>
<tr>
<td>Disappointment</td>
<td>Dismay, disappointment, displeasure</td>
<td></td>
</tr>
<tr>
<td>Shame</td>
<td>Guilt, shame, regret, remorse</td>
<td></td>
</tr>
<tr>
<td>Neglect</td>
<td>Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult</td>
<td></td>
</tr>
<tr>
<td>Sympathy</td>
<td>Pity, sympathy</td>
<td></td>
</tr>
<tr>
<td>Fear</td>
<td>Horror</td>
<td>Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification</td>
</tr>
<tr>
<td>Nervousness</td>
<td>Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread</td>
<td></td>
</tr>
</tbody>
</table>
Resource sheet 4.3.3 Positive self-talk

ABC is an idea first thought of by an eminent psychologist, Albert Ellis. He developed Rational Emotive Behaviour Therapy (REBT) in 1955. It lead to what we now know as Cognitive Behaviour Therapy, widely recommended in the treatment of depression.

REBT encourages people to examine their own thoughts, beliefs and actions and replace those that are self-defeating with alternatives that make life more agreeable.

What is ABC?

Rational Emotive Behaviour Therapy begins with ABC!

A = Activating events or experiences, such as family troubles, unsatisfying work, early childhood traumas, and all the many things we point to as the causes of our unhappiness.

B = Beliefs, especially the irrational, self-destructive beliefs that are the actual causes of our unhappiness. There are a number of typical beliefs that people hold, including:

- ignoring the positive;
- exaggerating the negative;
- overgeneralizing.

C = Consequences, the neurotic symptoms and emotions such as depression, panic, and rage, that come from our beliefs.

To give an example, you’re walking along carrying a bag, the handle suddenly breaks and the contents fall out. You begin to feel upset and angry and find yourself thinking about how late you are going to be, how much effort it will take to pick up everything, what an inconvenience it will be to get another bag. According to REBT, the event (A) of the bag breaking did not directly bring about the consequence of anger (C). Rather, your thoughts and beliefs (B) led to your anger (C). Events do not cause our emotions, our thinking or believing does. Angry thoughts lead to angry feelings, depressing thoughts lead to depressing feelings etc.

So we need to challenge and replace our negative or irrational thoughts and beliefs (also called Irrational Self-Talk) which lead to negative emotions with positive or rational thoughts and beliefs (Rational Self-Talk) which can cause us to feel more positive about the experience.

In the above example, instead of dwelling on the negative thoughts of lateness, effort and inconvenience, and feeling angry, we can replace them with thoughts that are more rational or positive: ‘Well, I may be late and that’s unfortunate, but it’s not the end of the world’ and ‘While it will take some effort to pick everything up, it won’t be all that bad. Besides, I can get some extra exercise!’ and ‘So it will be an inconvenience to get another bag, but that one was getting old and I’ve wanted to find a brighter one’. Thinking positively will help us to feel more relaxed, calm, and accepting of the situations we find ourselves in.
Some thoughts and beliefs that we have held for years may be more difficult to change. A useful tip is to notice if you use words such as ‘should’ or ‘must’ in ways that are judgemental and clearly not possible, such as:

- ‘I must be loved and approved of by everybody’;
- ‘I should always be really good and successful in everything I do’;
- ‘Things should always go the way I want them to go’.

Believing such or similar irrational statements is self-defeating, and usually results in our feeling totally stuck and unable to take any positive or constructive action to change ourselves or the situation. It is important to ask yourself:

1. Is there any evidence for this belief?
2. What is the evidence against this belief?
3. What is the worst that can happen if you give up this belief?
4. And what is the best that can happen?

Many people believe their emotions (and emotional distress) are caused by others or by situations beyond their control. Rational Emotional Behaviour Therapy aims to show us how we cause our own misery and keep it going with negative, irrational beliefs. By practising rational self-talk, the hope is that we can take more control of our emotions, feel the way we want, and achieve our goals.
### Year-by-year Year 7 learning outcomes

#### Learning outcomes: Self-awareness

<table>
<thead>
<tr>
<th>Overall Secondary SEAL learning outcomes</th>
<th>Learning outcomes Years 5–6</th>
<th>Learning outcomes Year 7</th>
<th>Learning outcomes Year 8</th>
<th>Learning outcomes Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing myself</td>
<td>Knowing myself</td>
<td>Knowing myself</td>
<td>Knowing myself</td>
<td>Knowing myself</td>
</tr>
<tr>
<td>1. I know that I am a unique individual, and I can think about myself on many different levels (for example physical characteristics, personality, attainments, attitudes, values, etc.).</td>
<td>I know the skills and attributes of an effective learner.</td>
<td>I know when and how I learn most effectively. (3.2)</td>
<td>I know some things that I believe in.</td>
<td>I understand my personality traits and attitudes.</td>
</tr>
<tr>
<td>2. I can identify my strengths and feel positive about them.</td>
<td>I can try to develop these skills.</td>
<td>I know how to develop and extend my skills. (3.2)</td>
<td>I have a sophisticated understanding of my strengths and limitations.</td>
<td>I can challenge and question my beliefs and attitudes and decide whether they are valid or not.</td>
</tr>
<tr>
<td>3. I can identify my current limitations and try to overcome them.</td>
<td>I know what some of the people in my class like or admire about me.</td>
<td>I know how to use my strengths to help myself and others. (3.2)</td>
<td>I know when I have done something I can feel proud of.</td>
<td>I can identify some of my core values.</td>
</tr>
<tr>
<td>4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.</td>
<td>I can recognise when I am using an excuse instead of finding a way around a problem.</td>
<td>I feel confident to cope in my new school. (1.3)</td>
<td>I can feel proud of the small achievements towards a longer-term goal.</td>
<td>I know what influences my attitudes.</td>
</tr>
<tr>
<td></td>
<td>I can recognise and celebrate my own achievements.</td>
<td>I can outline some of my gifts and talents. (1.5/1.12)</td>
<td>I can accept praise from others when it's given.</td>
<td>I can make reasoned adjustments to my expectations of myself in the light of the expectations of others.</td>
</tr>
<tr>
<td></td>
<td>I can tell you some of the good things about me that my classmates like and value.</td>
<td>I am aware of areas of learning which I find more difficult. (1.12)</td>
<td>I can recognise the expectations of others about me and can compare them with my own expectation of myself.</td>
<td>I can explain my strengths and limitations without undermining myself or alienating others.</td>
</tr>
<tr>
<td></td>
<td>I can think about what embarrasses me and learn something about me that I didn’t know before.</td>
<td>I am aware of areas of learning which I find more difficult. (1.5)</td>
<td>I can reflect upon my actions and do something differently.</td>
<td>I can recognise when people’s expectations of me are inaccurate and challenge them.</td>
</tr>
<tr>
<td></td>
<td>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</td>
<td>I can recognise how I attribute what happens to me. (3.3)</td>
<td>I can identify things that have happened to me in the past that make me prone to being upset, fearful or angry for reasons others may find it difficult to understand.</td>
<td>I can use feedback to adjust my expectations for myself.</td>
</tr>
</tbody>
</table>

The numbers in brackets refer to the learning opportunity designed with this Year 7 outcome in mind. For example, (3.2) refers to Theme 3, Learning opportunities 2.
<table>
<thead>
<tr>
<th>Overall Secondary SEAL learning outcomes</th>
<th>Learning outcomes Years 5–6</th>
<th>Learning outcomes Year 7</th>
<th>Learning outcomes Year 8</th>
<th>Learning outcomes Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (for example friends, family, school staff) have of me.</td>
<td>I can tell you my ‘sore spots’. I can recognise when I might over-react because someone has touched a ‘sore spot’.</td>
<td>I know that people in my group value my contribution. (1.2) I can explain and celebrate my strengths and achievements. (3.12)</td>
<td>I can evaluate the impact of my actions and identify how I would like to change things. I can track the important events in my life – changes, losses, things that have hurt me and things that have helped me – and have some awareness of how they might affect my emotions now.</td>
<td></td>
</tr>
<tr>
<td>6. I can reflect on my actions and identify lessons to be learned from them.</td>
<td>I know it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones, have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.</td>
<td>I am aware of the expectations other people have of me. (3.10) I can balance my expectations with the expectations of others. (3.10) I can tell you the things that are important to me. (3.10) I can balance the demands made upon me. (3.11)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I can make sense of what has happened to me in my life, and understand that things that come from my own history can make me prone to being upset, fearful or angry for reasons others may find difficult to understand.</td>
<td>I can tell you my ‘sore spots’. I can recognise when I might over-react because someone has touched a ‘sore spot’.</td>
<td>I know that people in my group value my contribution. (1.2) I can explain and celebrate my strengths and achievements. (3.12)</td>
<td>I can evaluate the impact of my actions and identify how I would like to change things. I can track the important events in my life – changes, losses, things that have hurt me and things that have helped me – and have some awareness of how they might affect my emotions now.</td>
<td></td>
</tr>
</tbody>
</table>
### Overall Secondary SEAL Learning outcomes

<table>
<thead>
<tr>
<th>Years 5–6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding my feelings</strong></td>
<td><strong>Understanding my feelings</strong></td>
<td><strong>Understanding my feelings</strong></td>
<td><strong>Understanding my feelings</strong></td>
</tr>
<tr>
<td>8. I know and accept what I am feeling, and can label my feelings.</td>
<td>I understand how it feels to do or start something new, and why.</td>
<td>I understand the difference between feelings and moods.</td>
<td>I understand the difference between feelings, moods and temperaments.</td>
</tr>
<tr>
<td>9. I understand why feelings sometimes ‘take over’ or get out of control and know what makes me angry or upset.</td>
<td>I understand how it might feel when a change takes you away from familiar people or places.</td>
<td>I can recognise and acknowledge the moods I am experiencing.</td>
<td>I know about the reactions that I or others may have when they experience loss.</td>
</tr>
<tr>
<td>10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</td>
<td>I can tell you about a time that I felt embarrassed and what it felt like.</td>
<td>I can identify some ways to ensure that pupils have their needs met and are ready to learn.</td>
<td>I have a sophisticated vocabulary to describe feelings of different intensity.</td>
</tr>
<tr>
<td>11. I can recognise conflicting emotions and manage them in ways that are appropriate.</td>
<td>I understand that there is not just one way to grieve.</td>
<td>I understand that sometimes thoughts and feelings are triggered by emotional memories.</td>
<td>I understand some basic principles about the causes and effects of stress.</td>
</tr>
<tr>
<td>12. I can use my knowledge and experience of how I think, feel, and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</td>
<td>Understanding my feelings</td>
<td>Understanding my feelings</td>
<td>Understanding my feelings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding my feelings</strong></td>
<td>I understand the difference between feelings, moods and temperaments.</td>
</tr>
<tr>
<td>8. I know and accept what I am feeling, and can label my feelings.</td>
<td>I can recognise and acknowledge the moods I am experiencing.</td>
</tr>
<tr>
<td>9. I understand why feelings sometimes ‘take over’ or get out of control and know what makes me angry or upset.</td>
<td>I can identify when I feel the ‘socially mediated’ emotions, for example embarrassment and guilt.</td>
</tr>
<tr>
<td>10. I understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour.</td>
<td>I understand that sometimes thoughts and feelings are triggered by emotional memories.</td>
</tr>
<tr>
<td>11. I can recognise conflicting emotions and manage them in ways that are appropriate.</td>
<td>I understand the power of emotional memories to trigger thoughts and feelings.</td>
</tr>
<tr>
<td>12. I can use my knowledge and experience of how I think, feel, and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</td>
<td>I can understand that emotional memories can create feelings that can get out of control.</td>
</tr>
</tbody>
</table>

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**Overall SEAL Learning outcomes**

- **Understanding my feelings**
  - I know and accept what I am feeling, and can label my feelings.
  - I can accept that my feelings change as I move from primary school.
  - I can label the basic human emotions.
  - I can use a range of different words to describe these basic emotions.
  - I know that these words all have subtly different meanings, for example some describe feelings that are more or less intense.
- **Understanding my feelings**
  - I understand how it feels to do or start something new, and why.
  - I understand how it might feel when a change takes you away from familiar people or places.
  - I can tell you about a time that I felt embarrassed and what it felt like.
  - I understand that there is not just one way to grieve.
- **Understanding my feelings**
  - I can describe how starting a new school feels and why.
  - I can understand that I might have mixed feelings.
  - I can identify some ways to ensure that pupils have their needs met and are ready to learn.
  - I am aware of how my feelings might change as I move from primary school.
  - I can learn from my previous experience of change.
  - I understand the importance of feeling as shaping my behaviour.
  - I can label the basic human emotions.
  - I can use a range of different words to describe these basic emotions.
  - I know that these words all have subtly different meanings, for example some describe feelings that are more or less intense.
- **Understanding my feelings**
  - I understand the difference between feelings and moods.
  - I can recognise and acknowledge the moods I am experiencing.
  - I can identify when I feel the ‘socially mediated’ emotions, for example embarrassment and guilt.
  - I understand that sometimes thoughts and feelings are triggered by emotional memories.
  - I understand the power of emotional memories to trigger thoughts and feelings.
  - I can understand that emotional memories can create feelings that can get out of control.
- **Understanding my feelings**
  - I understand the difference between feelings, moods and temperaments.
  - I can recognise and acknowledge the moods I am experiencing.
  - I can identify when I feel the ‘socially mediated’ emotions, for example embarrassment and guilt.
  - I understand that sometimes thoughts and feelings are triggered by emotional memories.
  - I understand the power of emotional memories to trigger thoughts and feelings.
  - I can understand that emotional memories can create feelings that can get out of control.

---

**Understanding my feelings**

- I understand how it feels to do or start something new, and why.
- I understand how it might feel when a change takes you away from familiar people or places.
- I can tell you about a time that I felt embarrassed and what it felt like.
- I understand that there is not just one way to grieve.
- I can describe how starting a new school feels and why.
- I can understand that I might have mixed feelings.
- I can identify some ways to ensure that pupils have their needs met and are ready to learn.
- I am aware of how my feelings might change as I move from primary school.
- I can learn from my previous experience of change.
- I understand the importance of feeling as shaping my behaviour.
- I can label the basic human emotions.
- I can use a range of different words to describe these basic emotions.
- I know that these words all have subtly different meanings, for example some describe feelings that are more or less intense.

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**Understanding my feelings**

- I understand the difference between feelings and moods.
- I can recognise and acknowledge the moods I am experiencing.
- I can identify when I feel the ‘socially mediated’ emotions, for example embarrassment and guilt.
- I understand that sometimes thoughts and feelings are triggered by emotional memories.
- I understand the power of emotional memories to trigger thoughts and feelings.
- I can understand that emotional memories can create feelings that can get out of control.

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**Understanding my feelings**

- I understand the difference between feelings, moods and temperaments.
- I can recognise and acknowledge the moods I am experiencing.
- I can identify when I feel the ‘socially mediated’ emotions, for example embarrassment and guilt.
- I understand that sometimes thoughts and feelings are triggered by emotional memories.
- I understand the power of emotional memories to trigger thoughts and feelings.
- I can understand that emotional memories can create feelings that can get out of control.
<table>
<thead>
<tr>
<th>Overall Secondary SEAL learning outcomes</th>
<th>Learning outcomes Years 5–6</th>
<th>Learning outcomes Year 7</th>
<th>Learning outcomes Year 8</th>
<th>Learning outcomes Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify how I am feeling. (4.2)</td>
<td>I understand that my feelings shift and change throughout a day, and can label some of those feelings. (4.2)</td>
<td>I am in touch with how I feel most of the time. (4.2)</td>
<td>I can identify the body sensations that go with the basic emotions. (4.3)</td>
<td>I can work out what I am feeling from what my body is telling me, including when it is telling me two or more things at once. (4.3)</td>
</tr>
</tbody>
</table>
Year-by-year Year 7 learning outcomes

Managing feelings

<table>
<thead>
<tr>
<th>Overall Secondary SEAL learning outcomes</th>
<th>Learning outcomes Years 5–6</th>
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</thead>
<tbody>
<tr>
<td>Managing my expression of emotions</td>
<td>Managing my expression of emotions</td>
<td>Managing my expression of emotions</td>
<td>Managing my expression of emotions</td>
<td>Managing my expression of emotions</td>
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<tr>
<td>I can express my emotions clearly and openly to others and in ways appropriate to situations.</td>
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<tr>
<td>I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.</td>
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<tr>
<td>I have a range of strategies for managing impulses and strong emotions so they do not lead me to behave in ways that would have negative consequences for me or for other people.</td>
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<tr>
<td>I know: what my triggers are for anger;</td>
<td>what what happens when I get angry;</td>
<td>what what happens when I am overwhelmed by feelings of anger;</td>
<td>some ways to calm myself down.</td>
<td></td>
</tr>
<tr>
<td>I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry.</td>
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<tr>
<td>I know I am responsible for the choices I make and the way I behave, even if I am very angry.</td>
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<tr>
<td>I know how my behaviour is linked to my thoughts and feelings.</td>
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<tr>
<td>I can stop and try to get an accurate picture before I act.</td>
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<tr>
<td>I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</td>
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<tr>
<td>I have strategies to deal with any uncomfortable feelings. (1.4, 1.9, 1.10)</td>
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<tr>
<td>I can read basic facial expressions, tone and body language and know what someone is feeling from their body language. (4.6)</td>
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<tr>
<td>I can use my facial expressions, tone and body language to communicate my feelings to others. (4.6)</td>
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<tr>
<td>I can use some ways to calm myself immediately when I have experienced an emotional upset, and understand the ‘6 second rule’. (4.8)</td>
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<tr>
<td>I can use some ways to relax and calm myself in the medium and longer term. (4.9)</td>
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<tr>
<td>I can take part in a simple breathing, relaxation and visualisation exercise and know how I feel before and after. (4.9)</td>
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<tr>
<td>I know: what my triggers are for feeling scared or anxious;</td>
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<tr>
<td>I know: what some ways to tell people how I feel;</td>
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<tr>
<td>I know: some ways to manage my anxiety.</td>
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<tr>
<td>I know: what my triggers are for feeling frustrated and bored;</td>
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<tr>
<td>I know: some ways to tell people how I feel;</td>
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<tr>
<td>I know: some ways to manage my frustration and boredom.</td>
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<tr>
<td>I know: what my triggers are for feeling excitement;</td>
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<tr>
<td>I know: some ways to manage my excitement.</td>
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<tr>
<td>I know: what my triggers are for feeling jealous;</td>
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<td></td>
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<tr>
<td>I know: some ways to tell people how I feel;</td>
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<tr>
<td>I know: some ways to manage my feelings of jealousy.</td>
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<tr>
<td>I know: what my triggers are for feeling miserable;</td>
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<tr>
<td>I know: some ways to tell people how I feel;</td>
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</table>
| I know: some ways to manage these feelings.
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<tbody>
<tr>
<td>Changing uncomfortable feelings and increasing pleasant feelings</td>
<td>Changing uncomfortable feelings and increasing pleasant feelings</td>
<td>Changing uncomfortable feelings and increasing pleasant feelings</td>
<td>Changing uncomfortable feelings and increasing pleasant feelings</td>
<td>Changing uncomfortable feelings and increasing pleasant feelings</td>
</tr>
<tr>
<td>16. I know what makes me feel good and know how to help myself have a good time (for example to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others.</td>
<td>I can use some strategies to help me when I feel useless or inadequate.</td>
<td>I can take simple physical actions to help shift difficult feelings. (4.4)</td>
<td>I know how relaxation strategies like slow breathing affect my body state.</td>
<td>I know how relaxation strategies like slow breathing affect my body state.</td>
</tr>
<tr>
<td>17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.</td>
<td>I can feel positive even when things are going wrong.</td>
<td>I know what I enjoy in life, and what makes me feel happy. (4.10)</td>
<td>I understand how to check what my body is telling me about my feelings and can use appropriate strategies to regulate my body state.</td>
<td>I understand how to check what my body is telling me about my feelings and can use appropriate strategies to regulate my body state.</td>
</tr>
<tr>
<td>18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.</td>
<td>I can avoid situations that are likely to hurt my feelings.</td>
<td>I can prepare for the feelings associated with change.</td>
<td>I have thought about what makes me feel good.</td>
<td>I have a basic understanding of the link between health and emotions.</td>
</tr>
<tr>
<td></td>
<td>I can recognise when I am feeling worried. Suggest move to understanding my feelings.</td>
<td>I have thought about what makes me feel good.</td>
<td>I know that laughter is good for us as well as fun.</td>
<td>I am skilled at changing negative thoughts into positive ones.</td>
</tr>
<tr>
<td></td>
<td>I know how to do something about my worry.</td>
<td>I have thought more about what makes me feel good.</td>
<td>I understand that different people laugh at different things. (4.15)</td>
<td>I understand how I can prevent and manage stress in my life.</td>
</tr>
<tr>
<td></td>
<td>I know when and how to stop and think before I act.</td>
<td>I have thought more about what makes me feel good.</td>
<td>I can disagree with someone without falling out.</td>
<td>I have a range of strategies for managing my moods.</td>
</tr>
<tr>
<td></td>
<td>I can disagree with someone without falling out.</td>
<td>I can cope when someone disagrees with me.</td>
<td>I can cope when someone disagrees with me.</td>
<td>I have a range of strategies for managing my moods.</td>
</tr>
<tr>
<td></td>
<td>I can stand up for what I think after listening to others and making my own choice.</td>
<td>I can stand up for what I think after listening to others and making my own choice.</td>
<td>I can stand up for what I think after listening to others and making my own choice.</td>
<td>I can stand up for what I think after listening to others and making my own choice.</td>
</tr>
<tr>
<td></td>
<td>I understand that the majority view is not always right.</td>
<td>I understand that the majority view is not always right.</td>
<td>I understand that the majority view is not always right.</td>
<td>I understand that the majority view is not always right.</td>
</tr>
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</tr>
<tr>
<td>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</td>
<td>I can understand the essential difference between physical sensation and an emotion — one is inevitable but the other is affected by our belief. (4.11) I can start to see the crucial role that beliefs have in how we feel and act. (4.11) I understand the idea of optimism. (4.12, 4.13) I know whether I tend to be an optimist or pessimist. I can see how being optimistic has helped some people to succeed in life. (4.12, 4.13) I can change some of my negative thoughts into more positive ones through what I tell myself (positive self-talk). (4.14)</td>
<td>I can understand the essential difference between physical sensation and an emotion — one is inevitable but the other is affected by our belief. (4.11) I can start to see the crucial role that beliefs have in how we feel and act. (4.11) I understand the idea of optimism. (4.12, 4.13) I know whether I tend to be an optimist or pessimist. I can see how being optimistic has helped some people to succeed in life. (4.12, 4.13) I can change some of my negative thoughts into more positive ones through what I tell myself (positive self-talk). (4.14)</td>
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</table>
**Year-by-year Year 7 learning outcomes**

### Motivation

<table>
<thead>
<tr>
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<th>Learning outcomes Years 5–6</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Working towards goals</strong></td>
<td>I can set myself a goal or challenge. I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step. I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.</td>
<td>I can identify a goal in school. (3.4) I can recognise when I have been successful and reached my goal. (3.4) I can accept constructive criticism and modify my plan so that I meet my goal. (3.6) I can set myself a new challenge to help meet a group goal. (3.7) I can identify success criteria for a group challenge. (3.7)</td>
<td>I can plan to develop areas of learning that I find difficult. I can make choices about what I really want. I can set a long-term goal and plan to meet it. I can decide how I will know if I have been successful in meeting a goal. I can identify obstacles that might stop me reaching my goal. I can reflect upon my achievements and plan to build upon them. I can identify what to change in terms of my learning or behaviour in order to meet a long-term goal. I have a wide knowledge and understanding about my school and how to benefit fully from what it has to offer.</td>
<td>I can set a long-term goal that balances a true understanding of my strengths, talents and limitations (cognitive, social and emotional) with the expectations of others and my interests. I can elicit the support of my school and class to meet my long-term goal. I can support others in meeting their goal. I understand the stages I might go through in deciding to change something in my life. I am aware of the feelings I might have at different stages of change. I can tell when I am motivated to do something internally and externally. I can wait for what I want. I know how to plan in advance how I will overcome obstacles and manage risks when I work towards my goals.</td>
</tr>
</tbody>
</table>

<p>| <strong>Working towards goals</strong> | I can identify success criteria for a group challenge. (3.7) | I can reflect upon my achievements and plan to build upon them. I can identify what to change in terms of my learning or behaviour in order to meet a long-term goal. I have a wide knowledge and understanding about my school and how to benefit fully from what it has to offer. | I can elicit the support of my school and class to meet my long-term goal. I can support others in meeting their goal. I understand the stages I might go through in deciding to change something in my life. I am aware of the feelings I might have at different stages of change. I can tell when I am motivated to do something internally and externally. I can wait for what I want. I know how to plan in advance how I will overcome obstacles and manage risks when I work towards my goals. |</p>
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</thead>
<tbody>
<tr>
<td><strong>Persistence, resilience and optimism</strong></td>
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<td>Persistent, resilience and optimism</td>
</tr>
<tr>
<td>25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.</td>
<td>I know that if at first I don’t succeed it is worth trying again. I can try again even when I have been unsuccessful.</td>
<td>I can try again following a disappointment. (3.9) I can recognise the feelings associated with disappointment and can turn them into positive action. (3.9) I can identify some of the barriers to my completing a task or achieving a goal. (3.6) I can identify some ways to overcome barriers to achieving my goal. (3.6) I can identify when I need help to overcome a barrier with my learning and know when and how to seek help. (3.8)</td>
<td>I see mistakes and failures as opportunities to continue learning. I know that I do not have to succeed all the time to be successful. I can deal with the feelings I have if I am unsuccessful. I know some strategies that help me concentrate.</td>
<td>I know how to reward myself when I reach my goals. I understand how I can best remember things when I am learning.</td>
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<tr>
<td>26. I can identify barriers to achieving a goal and identify how I am going to overcome them.</td>
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<tr>
<td>27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.</td>
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</table>
### Overall Secondary SEAL learning outcomes

<table>
<thead>
<tr>
<th>Evaluation and review</th>
<th>Learning outcomes Years 5–6</th>
<th>Learning outcomes Year 7</th>
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</tr>
</thead>
<tbody>
<tr>
<td>28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.</td>
<td>Evaluation and review I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</td>
<td>Evaluation and review I can evaluate where I am in relation to a goal. (3.5) I can identify ways to meet a goal. (3.5) I can break down a goal into small parts. (3.5) I can explain some reasons why learning is important for me now and in the future. (3.1)</td>
<td>Evaluation and review I can identify and build upon the things that I am doing that are successful in helping me meet my goals. I know that it is usually down to me, not just good luck or other people when things go well. I know that it is usually down to me, not just bad luck or other people when things go wrong.</td>
<td>Evaluation and review I can evaluate how well I have achieved a long-term goal and decide what I need to be even more effective next time. I can identify what is going well or what is working when I analyse my own actions and those of others and use this to help me and others know what to do next. I can use a range of strategies to help me stay positive and optimistic.</td>
</tr>
</tbody>
</table>

29. I have a range of strategies for helping me to feel and remain optimistic when approaching new tasks.

30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.
### Year-by-year Year 7 learning outcomes

#### Empathy

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>Understanding others’ thoughts and feelings</td>
<td>Understanding others’ thoughts and feelings</td>
<td>Understanding others’ thoughts and feelings</td>
<td>Understanding others’ thoughts and feelings</td>
<td>Understanding others’ thoughts and feelings</td>
</tr>
<tr>
<td>31. I can work out how people are feeling through their words, body language, gestures, and tone and pay attention to them.</td>
<td>I am able to see a situation from another person’s perspective.</td>
<td>I can work out how friendly people appear to be by their facial expressions. (2.5)</td>
<td>I can take account of the thoughts and feelings of other people even when different from my own.</td>
<td>When I hear or read about individuals or groups of people being bullied or treated unfairly, I want to help them.</td>
</tr>
<tr>
<td>32. I understand that people can all feel the same range of emotions, but that people do not necessarily respond in the same way to similar situations, and that different people may express their feelings in many different ways.</td>
<td>I know how it can feel to be excluded or treated badly because of being different in some way.</td>
<td>I can work out how friendly people appear to be by their use of body language. (2.5)</td>
<td>When I hear or read about individuals or groups of people being bullied or treated unfairly, I want to help them.</td>
<td></td>
</tr>
<tr>
<td>33. I can see the world from other people’s points of view, can feel the same emotion as they are feeling and take account of their intentions, preferences, and beliefs.</td>
<td>I know that many children have mixed feelings about going to secondary school.</td>
<td>I can tell how someone is feeling by their tone of voice. (2.6)</td>
<td>I can see situations from a range of points of view, and, even in situations of disagreement, try to take into account other people’s perspective.</td>
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<td></td>
<td>I can tell you about how people might feel and behave when they go to a new school.</td>
<td>I can interpret someone’s feeling in a range of situations. (2.6)</td>
<td>I can put aside my own thoughts and feelings to put myself in someone else’s place and feel something of what they are feeling.</td>
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<td></td>
<td></td>
<td>I can predict what people might be thinking or feeling even when it is not how I might think or feel. (1.1)</td>
<td>When I hear or read about groups of people being bullied or treated unfairly, I want to help them.</td>
<td></td>
</tr>
<tr>
<td>Overall Secondary SEAL learning outcomes</td>
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<tr>
<td>I can listen to other people, showing them I am interested and know some of the ‘roadblocks’ to listening. I understand the power of ‘put-ups’ and ‘put-downs’ in affecting how people feel.</td>
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### Overall Secondary SEAL Learning outcomes

<table>
<thead>
<tr>
<th>Valuing and supporting others</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.</td>
</tr>
<tr>
<td>35. I can show respect for people from diverse cultures and backgrounds, and for people with diverse interests, attainments, attitudes, and values, and I am interested in, enjoy and celebrate differences.</td>
</tr>
<tr>
<td>36. I understand the impact of bullying, prejudice and discrimination on all those involved (including people who bully, people who are bullied and people who witness bullying, and others such as friends, family and the wider community) and can use appropriate strategies to support them.</td>
</tr>
<tr>
<td>37. I can support others who are experiencing personal problems.</td>
</tr>
<tr>
<td>38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.</td>
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</tbody>
</table>

### Learning outcomes

<table>
<thead>
<tr>
<th>Years 5–6</th>
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<tbody>
<tr>
<td>Valuing and supporting others</td>
</tr>
<tr>
<td>I can take account of the thoughts and feelings of other people even when different from my own.</td>
</tr>
<tr>
<td>When I hear or read about individuals or groups of people being bullied or treated unfairly, I want to help them.</td>
</tr>
<tr>
<td>I can see situations from a range of points of view, and, even in situations of disagreement, try to take into account other people's perspective.</td>
</tr>
<tr>
<td>I can put aside my own thoughts and feelings to put myself in someone else's place and feel something of what they are feeling.</td>
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<table>
<thead>
<tr>
<th>Year 7</th>
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<tbody>
<tr>
<td>Valuing and supporting others</td>
</tr>
<tr>
<td>I can identify the qualities that are important when supporting someone with a problem. (2.12)</td>
</tr>
<tr>
<td>I can use the skills needed to offer support. (2.12)</td>
</tr>
<tr>
<td>I can make the people in my group feel valued and welcome. (1.6, 1.12)</td>
</tr>
<tr>
<td>I know how to make other people feel at ease. (1.12)</td>
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<tr>
<th>Year 8</th>
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<tbody>
<tr>
<td>Valuing and supporting others</td>
</tr>
<tr>
<td>I can listen to others, giving them my full attention and know some things to say or do to make people feel good about themselves.</td>
</tr>
<tr>
<td>I can use strategies to help people find solutions for themselves.</td>
</tr>
<tr>
<td>I am interested in the thoughts and feelings of all people from cultures and backgrounds different from my own.</td>
</tr>
<tr>
<td>I know how to show appreciation of others.</td>
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<tr>
<td>I can show respect for people even if they are not my friends.</td>
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<thead>
<tr>
<th>Year 9</th>
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<tbody>
<tr>
<td>Valuing and supporting others</td>
</tr>
<tr>
<td>I can use active listening and mediation skills to support others.</td>
</tr>
<tr>
<td>I am interested in finding out about the values, lifestyles and interests of different groups of people.</td>
</tr>
<tr>
<td>I show respect to people and groups of people who are different from me (for example in the community).</td>
</tr>
<tr>
<td>I can recognise and celebrate the similarities and differences between myself and others.</td>
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</table>
Year-by-year Year 7 learning outcomes

Social skills

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<tr>
<th>Overall Secondary SEAL learning outcomes</th>
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<tbody>
<tr>
<td>Building and maintaining relationships</td>
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<tr>
<td>39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.</td>
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<tr>
<td>40. I can take others' thoughts and feelings into account in how I manage my relationships.</td>
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<tr>
<td>41. I can assess risks and consider the issues involved before making decisions about my personal relationships.</td>
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<tr>
<td>42. I can make, sustain and break friends without hurting others.</td>
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<tr>
<td>Building and maintaining relationships</td>
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<tr>
<td>I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships.</td>
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<tr>
<td>I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give.</td>
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<tr>
<td>I know that sometimes difference can be a barrier to friendship.</td>
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<tr>
<td>I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions.</td>
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<tr>
<td>Building and maintaining relationships</td>
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<tr>
<td>I can join a new group. (2.3)</td>
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<tr>
<td>I can choose my friends. (2.4)</td>
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<tr>
<td>I can demonstrate the qualities of being a good friend. (2.4)</td>
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<tr>
<td>I can change my friends without hurting anyone. (2.9)</td>
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<tr>
<td>I understand that I can have many friends. (2.9)</td>
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<tr>
<td>I can act as a mediator when two friends have fallen out.</td>
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<td>I can resist peer pressure from a group of friends.</td>
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<tr>
<td>I can use peer pressure to reach a goal.</td>
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<td>I can balance the needs of a few close friends with being part of a larger group.</td>
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<td>I can break friends without falling out.</td>
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<td>I can admit that I am wrong or have been unreasonable and apologise to my friends.</td>
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<tr>
<td>I can share my friends with others.</td>
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<td>I can enjoy my own company as well as the company of others.</td>
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<td>I can identify when one person or group has power over another.</td>
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<tr>
<td>I know how to handle relationships of unequal power.</td>
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<tr>
<td>I can have different types of friend and manage my friendships.</td>
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<tr>
<td>I know how to cope when my close friends are involved with other people and deal with feelings of jealousy.</td>
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<tr>
<td>I can balance the needs of the people who are important to me.</td>
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<td>I can manage a situation where my friends and family are together.</td>
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<td>I can moderate and deal with intense relationships and know the feelings that are experienced.</td>
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<tr>
<td>I know some of the things that can go wrong in a relationship, and how to avoid them.</td>
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<td>I can assess risks and consider the issues before making decisions about my relationships.</td>
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<td>I can put things right when there have been problems in a relationship.</td>
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<tr>
<td>I know what it is to give and receive respect in a close relationship.</td>
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<tr>
<td>Belonging to groups</td>
<td>I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don’t agree with them and why. When I am working in a group I can listen to people when they don’t agree with me and think about what they have said. I have worked with and talked to everyone in my class. I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident. I understand the need for rules in society and why we have the rules we do in school. If I don’t agree with something in school, I know how to go about trying to change things.</td>
<td>I know everyone in my class and have worked with some people I had never worked with before. (1.2, 1.3) I recognise my personal strengths and can use them effectively in a group task. (2.1, 2.2) I understand that different people have different strengths that can be used effectively in one group. (2.1, 2.2) I know the roles that people can take in a group and take on different roles. (2.2) I understand why it is important for us to identify rights and responsibilities and can work with others to write a class charter. (1.5, 1.7)</td>
<td>I am able to discuss the importance of rights and responsibilities and recognise why they are important. I understand the consequences of failing to meet my responsibilities. I can make an active contribution to making my class a learning community. I can understand how groups change and modify my behaviour in the light of this. I know where my strengths lie when working in a team. I can take on and try out different roles in a team/group. I know how to select and form an effective team/group taking account of the feelings of others and without hurting others.</td>
<td>I am aware of the changes in my rights and responsibilities as I get older. I can change the dynamic of my group to ensure it is effective. I can both lead a team and be a member of a team. I can convene a team that works effectively and independently to reach a goal. I can support my team to recognise and learn from our failures and mistakes. I can recognise the low points in our teamwork and use positive team talk. I know about the different ways people often behave in groups. I have some ideas about what to do if the way some people are acting is not helping the group to work well together. I can take on different roles in a group to ensure that it works well.</td>
</tr>
</tbody>
</table>

<p>| Belonging to groups                      | I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. I can give and receive feedback and use it to improve my and other people’s achievements. | Belonging to groups | Belonging to groups | Belonging to groups |
| Belonging to groups                      | I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. I can give and receive feedback and use it to improve my and other people’s achievements. | I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. I can give and receive feedback and use it to improve my and other people’s achievements. | I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. I can give and receive feedback and use it to improve my and other people’s achievements. | I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family, and community. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. I can give and receive feedback and use it to improve my and other people’s achievements. |</p>
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<tr>
<td>I can make a contribution to creating my class charter. (1.7)</td>
<td>I can recognise when someone is being excluded. (2.7)</td>
<td>I can understand how someone feels about an embarrassing moment. (2.7)</td>
<td>I can think about how I might stand up for someone who is being excluded. (2.7)</td>
<td>I can recognise when I find it hard to work in a group and can do something about it.</td>
</tr>
<tr>
<td>I can recognise when I find it hard to work in a group and can do something about it.</td>
<td>I can build on other people’s ideas when I am working in a group.</td>
<td>I can communicate my thoughts and feelings in a clear and straightforward way.</td>
<td>I know how to handle criticism.</td>
<td>I know how to give positive and negative feedback.</td>
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<tr>
<td>Solving problems, including interpersonal ones</td>
<td>I can use a range of strategies to solve problems and know how to resolve conflicts with other people (such as mediation and conflict resolution).</td>
<td>I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language (‘I messages’) that does not make conflict situations worse. I can make a judgement about whether to take a risk. I can behave in an assertive way using appropriate body language and tone of voice.</td>
<td>I understand what conflict is. (2.11) I am able to reflect on how I deal with conflict. (2.11) I can stand up for what I think is right. (2.8) I can use the Peaceful Problem-Solving process. (2.10) I can evaluate the Peaceful Problem-Solving and consider when and how I might use it. (2.10)</td>
<td>I understand why there is sometimes conflict between different groups. I know how I might help resolve a conflict between my group and another group. I can stand up for my own beliefs even if they are different from those of the rest of my group. I can negotiate.</td>
</tr>
<tr>
<td>SOLVING PROBLEMS, INCLUDING INTERPERSONAL ONES</td>
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