The National Strategies

Secondary

Social and Emotional Aspects of Learning (SEAL) Curriculum resource introductory booklet

department for
children, schools and families

Social and Emotional Aspects of Learning (SEAL)

Curriculum resource introductory booklet

Contents

Introductory booklet and staff development activities

This booklet is designed to support staff who are actively involved in promoting social and emotional skills throughout the school curriculum, including tutor time or personal, social, health and economic education (PSHEE). It includes:

● a general introduction to the Curriculum resource;

● a description of a Four Step Process that is collaborative and combines staff and curriculum development;

● a set of staff development activities that support the Four Step Process.

Overview of the SEAL Curriculum resource

The SEAL Curriculum 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 have been identified and these are listed in Appendix 1 of the Guidance booklet. These learning outcomes form the basis of the SEAL Curriculum resource. They have been organised into three themes (with an additional introductory theme for Year 7) to help with planning focused learning across all subjects. Example learning opportunities are provided for each theme. In addition, there is a whole-school anti-bullying resource which is designed to be used flexibly, within National Antibullying Week or as part of other learning. The resource provides staff development activities for staff to use together in preparation for work with pupils. Through using the Four Step Process staff are encouraged to develop their own pupil learning opportunities. Some example pupil learning opportunities are provided to support the process. Both staff development activities and pupil learning opportunities are based around stimulus material.

The staff development activities

The Curriculum resource includes a number of staff development activities which are included in this booklet. These are organised into three sections:

Section 1 provides staff development activities to help staff work through the collaborative Four Step Process (described on page 7). This process provides an opportunity for staff to enhance their understanding of social and emotional skills at the same time as developing and planning learning opportunities for use in the classroom.

Section 2 provides specific staff development activities to enhance staff understanding of social and emotional skills that are linked with the three themes. These materials are designed to be used within Step 1 of the Four Step Process.

Section 3 provides staff development activities designed to help with the introduction and initial delivery of learning opportunities to promote social and emotional skills within discrete sessions such as tutor periods.

Pupil learning opportunities

The example learning opportunities are organised into three themes and an introductory theme for Year 7 only as follows:

Introductory theme: A place to learn (setting the context for learning).
This is an introductory theme with a main focus on self-awareness.

Theme 1: Learning to be together (social skills and empathy).

Theme 2: Keep on learning (motivation and self-awareness).

Theme 3: Learning about me (understanding and managing feelings).

Themes 1 to 3 include:

- example learning opportunities that are designed to be used as part of focused sessions to promote social and emotional skills and can be used to illustrate how learning opportunities can be developed and so support the Four Step Process;

- ideas to reinforce learning across the school day;

- suggestions for noticing and rewarding achievement (Year 7 only);

- ideas for how the learning outcomes can be developed, reinforced and consolidated across the curriculum;

- example subject specific learning opportunities (Years 8 and 9 only) available on the National Strategies development site. Visit www.bandapilot.org.uk/secondary and select 'Subject examples' on the left hand navigation for further details.

- Colleagues are encouraged to add to this resource.

Secondary SEAL builds upon Primary SEAL; it applies the same principles to the secondary school context. The example learning opportunities help pupils apply their prior learning to the complex social environment of the secondary school as well as learning new skills and concepts.

Planning to introduce the Curriculum resource

As with any new venture, a key to success with using the Curriculum resource is the quality of your preparation. We suggest that this is best done by a SEAL curriculum working group for each year group who work collaboratively and link closely with those leading on whole-school implementation.

This working group might include:

- staff 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/pastoral manager;

- a member of the senior leadership team;

- representatives of the subject staff who will be teaching in the year;

- pupil supporters (it is recommended that schools consider how older pupils might support the discrete SEAL sessions – these pupils 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;

- lead for learning and teaching, for example Assessment for Learning, Leading in Learning, Pedagogy in Practice;

- primary SEAL practitioner who might offer support to the working group (this will be particularly relevant to Year 7).

Running sessions to promote social and emotional skills

The example learning opportunities that are provided within this Curriculum 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. Each learning opportunity provides 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 in Further reading booklet 00043-2007DWO-EN-01, pages 98–116.

These include:

1. Ensuring that 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 practise 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 in Further reading booklet 00043-2007DWO-EN-01, page 100.)

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 (P4C) this might be used very effectively if the stimuli are chosen to fit within the theme. (Further reading 5.4.3 in Further reading booklet 00043-2007DWO-EN-01, page 102.)

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 in Further reading booklet 00043-2007DWO-EN-01, page 110.)

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 opportunities are 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 learned and agree how they might apply this learning to new situations inside and outside school.

10. 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 materials provide essential reference documents.

Although many teachers will feel confident in using the example 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 learned. 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 younger 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 any 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 approaches 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 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 the Special Educational Needs Coordinator, learning mentors, school counsellors, educational psychologists, behaviour support teachers. Agree how these pupils might be supported, within class, individually or by setting up small groups.

(Further reading 2.7.1 in Further reading booklet 00043-2007DWO-EN-01, page 18.)

How the example learning opportunities are organised

The example learning opportunities are designed to be adapted and developed to meet the needs of the school and pupils, the level of skill of the staff involved and the time available. Therefore, they are not lesson plans. The staff will need to identify which learning opportunities meet their needs, adapt or develop them or write their own learning opportunities using the Four Step Process outlined on page 7.

Each theme is organised in the following way:

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

2. 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 greater understanding. 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.

3. Example 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/activities' 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 within the theme.

● Learning opportunities: these have identified learning outcomes taken from the list of overall learning outcomes (Guidance booklet Appendix 1) and the more specific year group outcomes for each theme.

● Starters/introduction: these include short activities that introduce the learning opportunity.

● Core activity or activities: 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 inside and outside school.

● 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 about how the social and emotional skills 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 (Year 7 only).

A set of example subject-specific learning opportunities are provided as a starting point for discussion and development using the Four Step Process. They have been produced by teachers who are continuing to explore effective ways to promote SEAL across the curriculum. Visit www.bandapilot.org. uk/secondary and select 'Subject-specific learning opportunities' on the left hand navigation for further details.
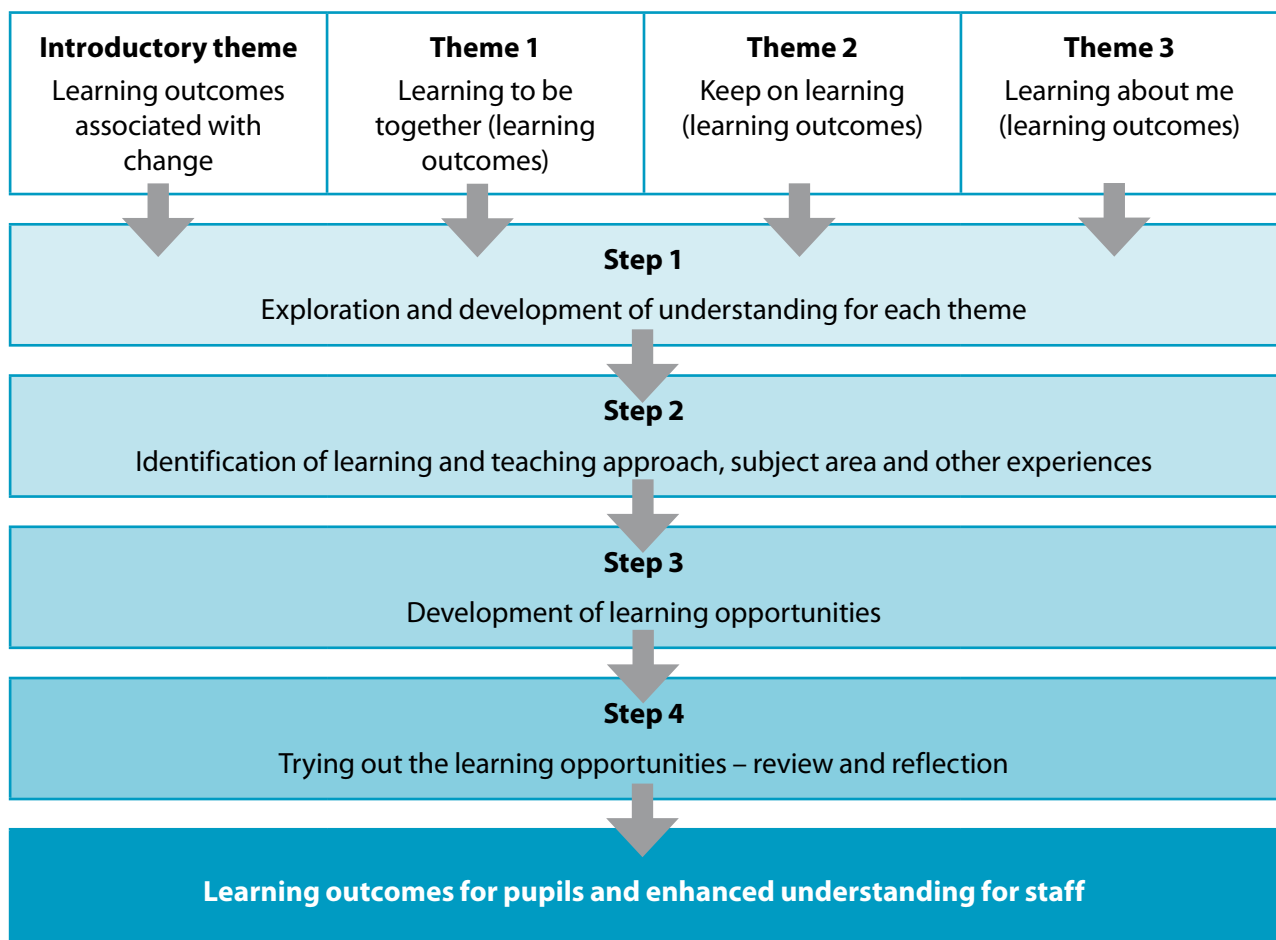
Developing learning opportunities through the use of the Four Step Process for staff development

Staff development is an essential part of all aspects of SEAL implementation, including the Curriculum resource. It enables all teaching staff to gain a deeper understanding of social and emotional skills and effective ways to promote them. Staff are encouraged to learn collaboratively using the Four Step Process outlined below. It is designed to extend their understanding of social and emotional skills and develop their own approach to learning and teaching of social and emotional skills while developing learning opportunities.

The Four Step Process supports staff development and whole-school implementation by:

a) enhancing staff knowledge and understanding;

b) providing opportunities for staff to jointly plan learning opportunities that promote social and emotional skills alongside subject learning;

c) helping staff to develop a greater understanding of social and emotional skills and social and emotional development of their pupils;

d) providing opportunities for staff to support each other in developing a whole-school approach to SEAL;

e) building on what is already going well in school especially in terms of developing a progressive approach to delivery of SEAL across the school;

f) generating a climate that supports the development of social and emotional skills.

Figure 1 The Four Step Process

Introductory theme Learning outcomes associated with change	**Theme 1** Learning to be together (learning outcomes)	**Theme 2** Keep on learning (learning outcomes)	**Theme 3** Learning about me (learning outcomes)

Step 1

Exploration and development of understanding for each theme

Step 2

Identification of learning and teaching approach, subject area and other experiences

Step 3

Development of learning opportunities

Step 4

Trying out the learning opportunities – review and reflection

Learning outcomes for pupils and enhanced understanding for staff

All schools that intend to implement SEAL and are starting to use the Curriculum resource will have been involved in raising awareness about SEAL and considered some of the whole-school elements relating to the development of climate and ethos or be planning to do so. The Four Step Process is designed to support staff development as the school focuses on the curriculum element of SEAL.

Step 1: Exploration and development of understanding for each theme

This key part of the process is made up from two elements.

a) **Exploring the theme.** This offers an opportunity to explore current understandings about the social and emotional skills that are promoted in the theme as well as exploring new concepts and ideas. It involves the use of specific staff development activities within the theme, together with the process staff development activities.

b) **Exploring the pupil context.** We all experience a great deal of change as we get older; indeed it is part of the growth process itself. This means that the way that we experience the world is constantly changing depending upon the context and our environment. Pupils reach adolescence during their time at secondary school and this prompts rapid growth and change in all aspects of their development, including social and emotional. All people who work with pupils need to be aware of and respond to these changes. The better the understanding the more effective any form of intervention and support, including teaching, can be. When developing the school's curriculum element of SEAL, it will be helpful to consider the following:

   – Physical and psychological growth and development takes place at significantly different rates among individuals. Although we may be able to develop a suggested learning sequence, it would be unwise to link this precisely with chronological age.

   – Recent research into brain function and growth has added considerably to our understanding of how children and young people develop social and emotional skills during adolescence. It is important to recognise that these provide generalisations, models and patterns and that each young person is an individual developing in their own way.

   – As well as internal changes, a young person experiences considerable external change. It is important to realise that the impact of these changes will vary between individuals.

   – In looking to support young people, it is important for the school staff to recognise when they can influence and support young people and when factors are outside their influence.

(See Further reading 3.5.2 in Further reading booklet 00043-2007DWO-EN-01, page 71.)

Step 2: Identification of learning and teaching approach and subject area

An important part of the process is to consider the learning and teaching approach that is most effective in promoting social and emotional skills. It is recommended that staff explore effective approaches together, for example by using staff development activity 5.12 Methodologies for promoting social and emotional skills. (See Further readings 5.4.1, 5.4.2, 5.4.3, 5.4.4, 5.4.5 in Further reading booklet 00043-2007DWO-EN-01, pages 98–116.)

SEAL is designed as a whole-school approach and as such there is an expectation that all subjects will be involved in actively promoting social and emotional skills. Activity 5.1.3 in Further reading booklet provides a useful starting point for whole-school discussion. If you are using this, it is important to make sure that the thinking is captured from discussion during this activity to feed into the collaborative planning process. However, it may be useful to consider the following:

● all SEAL skills can be practised in all subjects, for example listening skills;

● most SEAL skills can be actively promoted in most subjects, for example goal setting;

● some SEAL skills can be promoted more easily in some subjects than others, for example exploring empathy;

- some SEAL skills are a core part of subject learning in some subjects, for example exploring the expression of emotions.

When developing learning opportunities, it is recommended that subject teachers use the Programme of Study for their subject and identify where SEAL skills fit most easily.

It is important for wider school development that there is coordination among the subjects in terms of deciding which SEAL learning outcomes can be explicitly promoted in which subjects.

Step 3: Development of learning opportunities

The collaborative development of learning opportunities provides a structured way for staff to explore how they might apply their knowledge and understanding of key concepts and skills to their teaching. The approach means that they will be learning while developing useful resources. The example learning opportunities and other published materials can be used as a starting point for the planning and development of their own lessons and learning opportunities.

Example learning opportunities

The SEAL Curriculum resource contains a number of example learning opportunities that might be used in discrete sessions or adapted for use in subject lessons. In addition a number of subject-specific examples have been developed by groups of teachers when exploring the Four Step Process described below. They are included as a starting point for staff who might develop and adapt the ideas to their own specific situation and incorporate the ideas into their lesson planning. These are located on a development site and it is anticipated will be added to by teachers and practitioners in schools. Visit www.bandapilot.org.uk/secondary and select 'Subject examples' on the left hand navigation for further details.

Published materials

In addition to the example learning opportunities provided, there is a considerable range of published materials that might support the development of the curriculum aspect of SEAL. These can offer real benefits as they save time and extend the staff's repertoire of approaches. However, it is important that they are used wisely so as to encourage rather than inhibit staff learning and creativity. Published materials might also be used as part of the staff development process.

When reviewing published materials, it is useful to consider:

- Do the learning opportunities have clear learning outcomes?

- Do the learning outcomes take into account developmental progression of social and emotional skills, building upon past learning? How do they link to those suggested in SEAL?

- What is the level of staff understanding and skills required to deliver the materials? Do staff in school have these skills?

- What is the cost, over time, of engaging with these materials?

- Do the materials link with other curriculum areas taking into account the requirements of the secondary framework and the National Curriculum?

Step 4: Opportunities for reflection after delivering a SEAL learning opportunity

Once staff have developed SEAL learning opportunities, they will need to try them with their pupils. An essential part of the staff development process is to provide an opportunity for reflection about the learning opportunity and the effectiveness of the learning that took place.

Following the delivery of a SEAL learning opportunity, it may be useful to consider the following:

- What did the pupils learn? What evidence do I have?

- Will they be able to apply their learning in different contexts? What evidence do I have?

- How have I actively involved pupils in planning and assessing learning?

- Which parts of the lesson went well? How did my teaching influence the fact that these areas went well?

- Could I have used a different learning and teaching approach in order to improve the learning? Are there barriers to me doing this? How will I overcome them?

- How might I change this learning opportunity to make it more effective?

- How was the teaching of my subject area enhanced by developing social and emotional skills?

- What social and emotional skills did I employ and how did I model them?

- Do I need to find out more about any aspect of SEAL?

Staff development activities

Contents

Section 1: Four Step Process staff development activities

Number	Activity	Resource sheet
Activity FSP.1	Exploring pupil context	FSP.1.1 FSP.1.2 FR 3.5.2
Activity FSP.2	Script development	Appendix FSP.2.1
Activity FSP.3	Methodologies for promoting social and emotional skills in learning	FR 5.1.1 FR 5.5.2
Activity FSP.4	Promoting social and emotional skills through subjects	FR 1.3.1 Guidance 5.5 FR 5.5.1
Activity FSP.5	Focusing on SEAL learning outcomes	Appendix FSP.5.1 FSP.5.2 FSP.5.3 FSP.5.4

FSP – specific resources to support the Four Step Process

FR – further reading from the Secondary SEAL website or Further reading booklet

Guidance – section from the Guidance booklet

Section 2: Theme-specific staff development activities

Year 7 Introductory theme: A place to learn

Number	Activity	Resource sheet
Activity i.1	Belonging	none
Activity i.2	Feeling new	none
Activity i.3	Our human needs	i.3.1 i.3.2
Activity i.4	Threats	i.4.1
Activity i.5	Change	i.5.1

Theme 1: Learning to be together

Number	Activity	Resource sheet
Year 7		
Activity 1.1	Listening skills	none
Activity 1.2	Conflict resolution	1.2.1
Activity 1.3	Empathy	1.3.1 1.3.2
Year 8		
Activity 1.4	Deepening understanding	1.4.1 (info sheet)
Activity 1.5	Psychological intimacy and self-disclosure	1.5.1 1.4.1 (info sheet)
Year 9		
Activity 1.6	Deepening understanding	1.6.1 (info sheet)
Activity 1.7	Peer conformity and peer influence	1.6.1 (info sheet) 1.7.1

Theme 2: Keep on learning

Number	Activity	Resource sheet
Year 7		
Activity 2.1	Planning to reach our goal	none
Activity 2.2	Locus of control	2.2.1 2.2.2
Activity 2.3	Internal motivation	2.3.1
Year 8		
Activity 2.4	Deepening understanding	2.4.1 (info sheet)
Activity 2.5	Achievement motivation during secondary school	2.4.1 (info sheet)
Year 9		
Activity 2.6	Deepening understanding	2.6.1 (info sheet)
Activity 2.7	Striving for the ideal	2.6.1 (info sheet)

Theme 3: Learning about me

Number	Activity	Resource sheet
Year 7		
Activity 3.1	Understanding emotions	3.1.1
Activity 3.2	Calming down when emotions take over	none
Year 8		
Activity 3.3	Deepening understanding	3.3.1 (info sheet)
Activity 3.4	Coping strategies	3.4.1
Year 9		
Activity 3.5	Deepening understanding	3.5.1 (info sheet)
Activity 3.6	Risky behaviour	3.5.1 (info sheet)
Activity 3.7	Feelings, mood , temperament	3.7.1 3.7.2 3.7.3

Section 3: Staff development activities to prepare for implementation

Number	Activity	Resource sheet
Activity 4.1	Why teach SEAL?	
Activity 4.2	Where are our Year 7 pupils now?	FR 2.8.1
Activity 4.3	Are we ready?	
Activity 4.4	Planning	

Section 1

Four Step Process staff development activities

These activities are designed to be used as part of planning and development of learning opportunities for any theme. They are an essential element of the Four Step Process.

Step 1 – Exploration and development of understanding for each theme

Activity FSP.1: Exploring pupil context

Purpose

To develop a core understanding of the changing context in which pupils find themselves.

This learning opportunity provides an opportunity for participants to consider how children and young people change over time both within themselves and in response to a changing environment.

Resources

Resource sheets FSP.1.1: Pupil contexts

Resource sheet FSP.1.2: Contexts table

Further reading 3.5.2

Process

Introduce the Pupil contexts sheet (Resource sheet FSP.1.1) and explain some of the key points on the grid and in Further reading 3.5.2.

Participants should work in pairs or small groups to complete the contexts table (Resource sheet FSP.1.2). They should consider their experience of children and young people in a particular year group in the context of the information explored in the first part of the activity.

Plenary

Ask participants to compare their ideas and consider the issues around progression.
Pose the question:

● What are the implications of our discussions for what and how we promote social and emotional skills to particular year groups and specific groups within the year group?

Applying learning

In the light of learning within this opportunity, observe pupils in key year groups to consider how they vary. What are their social and emotional learning needs?

At this point you should use one or more of the theme-specific staff development opportunities from Section 2.

Activity FSP.2: Script development

Purpose

To consolidate and enhance understanding of an area of learning from one of the SEAL themes.

Resources

Appendix

Resource sheet FSP.2.1: Script development

Resource sheets 1.4.1, 1.6.1, 2.4.1, 2.6.1, 3.3.1, 3.5.1 (optional).

Process

Explain that the process of script development, or planning how we might explain an idea to someone, helps us to explore our beliefs and deepen our understanding about the skills and concepts.

Individually, participants should read the area overview (in the Appendix for the appropriate year group) and one of the relevant Information sheets 1–6 if appropriate (Resource sheets 1.4.1, 1.6.1, 2.4.1, 2.6.1, 3.3.1, 3.5.1).

Explain that the activity involves writing a script to explain the essential skills and concepts involved in the theme. The first task is to decide who they would like to prepare a script for. For example: family, friends, a cynical colleague, the Prime Minister. It is better to choose a person who is resistant to the idea or lacks knowledge and understanding.

Participants should follow the steps on the Script development sheet (Resource sheet FSP.2.1).

Participants can then deliver the script to a partner who should, as far as possible, take the role of the agreed 'audience'.

Plenary

Together participants can discuss and agree the essence of the key learning in the theme and record this as bullet points.

Applying learning

Enhance your script through reflection and research and use it with a key audience, perhaps the pupils themselves.

Step 2 – Identification of learning and teaching approach and subject area

Activity FSP.3: Methodologies for promoting social and emotional skills in learning

(This is Activity 5.1.2 SEAL – Learning and teaching)

Purpose

To consider methodologies used for learning and teaching in school and identify which lend themselves to the development of social and emotional skills.

Resources

Further reading 5.1.1: Social and emotional skills and learning (in Further reading 00043-2007DWO-EN-01, page 95)

Further reading 5.5.2: Learning and teaching strategies and approaches that promote SEAL (in Further reading 00043-2007DWO-EN-01, page 122)

Flipchart and pens

Process

Split into groups (you might like to complete this activity in subject groups).

- On a flipchart, brainstorm all methods of teaching that you use (put a heading on the paper to indicate the group).

- After five minutes, ask each group to pass their sheet on to the next group. Allow them two minutes to add any additional methods. At this point, groups should also place a question mark next to a method if they are unsure of the description given. Repeat this process twice.

- Return the flipcharts to the original groups. Ask each group to review their feedback and answer any questions that have arisen.

- Each group should now consider which of these methods would lend themselves most effectively to the teaching of SEAL and why – they may wish to highlight or annotate their flipcharts.

- Display all flipcharts for the whole staff group to consider.

Applying learning

- The SEAL working group may wish to collate one list of appropriate methodologies for teaching SEAL and disseminate to all staff for discussion and as an aid to further staff development. Identify skilled practitioners in these methodologies who can act as buddies, mentors and coaches.

- What teaching methodologies could be developed/introduced and how?

- Who could investigate new methods such as P4C, collaborative group work or circle time?

Activity FSP.4: Promoting social and emotional skills through subjects

(This is Activity 5.5.3 Secondary SEAL – learning and teaching in Staff development 00043-2007DWO-EN-02 page 108)

Purpose

To explore how social and emotional skills might be taught through classroom subjects (in Further reading 00043-2007DWO-EN-01).

Resources

Further reading 1.3.1: The social and emotional aspects of learning, skills and outcomes (in Further reading 00043-2007DWO-EN-01)

Guidance section 5.5 Table 6

Further reading 5.5.1 (for background reading): Promoting social and emotional skills in the classroom (in Further reading 00043-2007DWO-EN-01)

Process

Ask participants to work in subject-based groups. Provide each group with a copy of The social and emotional aspects of learning, skills and outcomes (Further reading 1.3.1) for reference.

Ask the groups to do the following:

- Choose one of the social and emotional aspects of learning.

- Think of as many ideas as they can as to how any subject might help pupils learn the skills associated with this social and emotional aspect of learning.

- When they have finished this general activity, they should pass their ideas to the relevant subject groups.

- Each subject group should draw up a list of how their own subject can contribute to teaching/developing each of the social and emotional aspects of learning by using the ideas from the other subject groups, what they are already doing and any new ideas they have thought of.

Plenary

Subject groups should share:

- Any ideas that they had not thought of and any ideas that they intend to try out and how they will support each other to do this.

Step 3 – Development of learning opportunities
Activity FSP.5: Focusing on SEAL learning outcomes

Purpose

To explore the skills and understanding behind the learning outcomes.

To produce learning opportunities to develop the social and emotional skills/meet the learning outcomes taking into account the pupil and subject context.

Resources

Appendix (pages for the appropriate year group)

Resource sheet FSP.5.1: Deepening understanding

The school's own lesson planning format

Example learning opportunities

Resource sheet FSP.5.2: Developing learning opportunities

Resource sheet FSP.5.3: Criteria for opportunities

Resource sheet FSP.5.4: Reviewing and modifying

Process

Explain that the purpose of the activity is to work collaboratively to develop learning opportunities that can be included in real lessons with pupils. This process is not only designed to be useful but also to help staff develop an enhanced understanding of the social and emotional skills they are trying to develop.

Task 1: Focusing in on learning outcomes

Participants identify one or more learning outcomes in the Appendix that they intend to promote through their subject. They should discuss and agree with a partner – 'How would you determine if the pupils have met the learning outcome?' Ideas might include activities, conversations, and questions. These should be recorded on Resource sheet FSP.5.1.

Task 2: Skimming and sharing

Participants should use the learning outcomes identified. They should jot down as many ideas as they can about how they might promote the learning outcome in their subject.

In pairs, they should take it in turns to describe the different ideas. The listener should offer comments and add to these ideas any additional ideas.

Task 3: Developing the learning opportunities

Participants should work individually using the writing template (Resource sheet FSP.5.2 or the school's own format) to write a learning opportunity for use in their subjects to explicitly promote the SEAL learning outcomes identified. They should always start by adding the chosen learning outcomes and complete the rest of the sections of the planning sheet in whatever order they think most appropriate.

Task 4: Reviewing and improving

The participants should work in pairs to review each other's learning opportunity, using the Criteria for opportunities sheet (Resource sheet FSP.5.3). Participants should make any improvements they think are necessary in the light of the discussions.

Step 4 – Opportunities for reflection after delivering a SEAL learning opportunity

Plenary

Task 5: Reviewing and modifying

Participants should try out the learning opportunities they have planned and review the effectiveness against the questions on Resource sheet FSP.5.4.

The process of learning opportunity development is an on-going process of adaptation, modification and improvement. It is an element of the whole-school approach to SEAL. It will feed into and be enhanced by the school's curriculum development process, monitoring and evaluation approach to SEAL and the work that is on-going to enhance learning and teaching. It is anticipated that the improvement in the learning and teaching of social and emotional skills within the curriculum will include:

- observation;
- mentoring;
- scaffolding;
- coaching;
- enquiry and development with department and pastoral meetings;
- pupil feedback;
- Assessment for Learning.

Section 2

Theme-specific staff development activities

The staff development activities in this section are designed to provide a structured opportunity for participants to explore and extend their knowledge of specific social and emotional skills. Some of them introduce and use the same stimulus for learning as the example learning opportunities for pupils. Others encourage participants to work together to explore new information provided in one of the 'Information sheets' that have been written by researchers in the area of social and emotional skill development.

Introductory theme (Year 7 only): A place to learn

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 might be within a focused 'transfer week' or might be part of a tutorial or PSHEE programme. 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, plenary and ideas to apply learning. 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 building 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 of the aspects of learning: self-awareness, managing feelings, empathy, motivation and social skills.

Activity i.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.

Around 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 i.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

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 i.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 your school – what made them feel welcome and included.

Applying learning

Keep this list to review at the end of the school's work on this theme. Decide on any changes you want to make to the school systems and practice following your review.

Activity i.3: Our human needs

Purpose

To remind colleagues of Maslow's hierarchy of needs and its significance in school for Year 7.

Resources

Resource sheet i.3.1: Maslow's hierarchy of needs (one per group of four to six)

Resource sheet i.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 them of Maslow's hierarchy of needs by showing them Resource sheet i.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 Sam (Resource sheet i.3.2). 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 these 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 share 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.

Activity i.4: Threats

Purpose

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

Resources

Flipchart paper

Resource sheet i.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 are 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).

Activity i.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 i.5.1: Changes

Process

This might be difficult for staff experiencing an upsetting change – so it is particularly important for them 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. 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 new pupils might be feeling. Talk to them about the changes that they have experienced and their feelings about this.

Theme 1: Learning to be together
(social skills and empathy)

Theme 1 focuses primarily on the social and emotional aspect of learning: social skills and empathy. It is designed to promote the skills of interpersonal relations that are required both within and outside the classroom and balance the competing needs that this 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 and this will be considered and developed throughout all the learning opportunities.

Year 7

Activity 1.1: 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 groups of three, each taking one role:

● 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 1.2: Conflict resolution

Purpose

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

Resources

Resource sheet 1.2.1: Peaceful problem solving

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' (PPS). Many skills are involved in using this 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 PPS process.

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

However, if the PPS 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. Invite one of them to describe the incident to the rest of the group, explaining how they sorted out the problem. They should consider how they might mediate the difficulty, using the PPS process. Ideally, staff will play the roles 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 the PPS process 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 that they create a suitable PPS poster for their own classroom.

Activity 1.3: 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 1.3.1: Empathy

Resource sheet 1.3.2: '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 'The Hurt Boy and the Birds' by John Agard, show the picture, 'The Scream' (Resource sheets 1.3.1 and 1.3.2).

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

- how the person/people were feeling in the stimulus;
- how they knew what the character(s) was/were feeling;
- what feelings they experienced while watching/listening to the stimulus and whether they felt the same feelings as the character(s);
- whether the feelings they experienced just happened to them or they had to concentrate and think about them;
- 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 that they observed the pupils in their groups demonstrating these elements.

Invite 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 to fostering these components seems to be to promote an ethos that:

- encourages pupils to see the other person/people as similar to themselves (valuing others);

- encourages pupils 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 and so on).

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. Alternatively, 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.

Year 8

Activity 1.4: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 1.

Resources

Resource sheet 1.4.1: Information sheet 1

Process

Share the instructions as follows:

- Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

- With a partner, explain the three points you have chosen and explain why you have chosen them.

- For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

- Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

Applying learning

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

Activity 1.5: Psychological intimacy and self-disclosure

Purpose

To gain a deeper understanding of the processes involved in reciprocal self-disclosure in friendship and how these impact on the well-being of pupils and their behaviour.

Resources

Resource sheet 1.5.1: Disclosure – secrets

Resource sheet 1.4.1: Information sheet 1, sections 2 and 3

Process

Participants should read the story on Resource sheet 1.5.1 individually or in the group as a stimulus to discussion. This might be done in pairs or as a community of enquiry. The aim of this would be to gain a deeper understanding for some of the processes that are involved and some of the skills that young people require to remain safe as friendships develop.

Questions for discussion might include:

- Why do you think the author breaks his rule and tells Kia about his father?

- What are the risks involved in self-disclosure?

- What advice might we give to the author?

Read the information sheet and in the light of this and the story consider:

- What is the significance of the increasing importance of psychological intimacy and mutual self-disclosure in friendships when things go wrong?

- Are there differences between boys and girls? What is the implication of this?

In groups, the participants should identify the advice they might give to others about the risks involved in mutual self-disclosure and the responsibility that comes with it.

Are there any implications for the work you do in developing social and emotional skills?

Applying learning

How could the ideas behind psychological intimacy and self-disclosure be explored through your subject or area of work? Share your ideas with the group.

Year 9

Activity 1.6: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 1.

Resources

Resource sheet 1.6.1: Information sheet 2

Process

Share the instructions as follows:

- Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

- With a partner, explain the three points you have chosen and explain why you have chosen them.

- For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

- Which of the key points would you share with a class to enhance their social and emotional skills? How you would you explain it and help them to apply this learning?

Applying learning

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

Activity 1.7: Peer conformity and peer influence

Purpose

- To explore our understanding of peer conformity and susceptibility to peer influence.

- To further develop an understanding of the role that it plays in adolescent life.

- To develop strategies for supporting young people that takes these issues into account.

Resources

Resource sheet 1.6.1: Information sheet 2, section 3

Resource sheet 1.7.1: Conformity reflection sheet

Process

Task 1: How influenced by peer conformity/peer pressure was I?

Explain that you are going to encourage participants to reflect on their own experiences of peer conformity.

Introduce the resource sheets. Ask the participants to read Resource sheet 1.6.1, then spend two or three minutes by themselves reflecting on the lists given in Resource sheet 1.7.1. They should identify three or four areas that were significant for them and that they feel confident and willing to discuss with a partner.

Encourage small-group discussion around the focus of:

1. What was their experience and impact of peer conformity on themselves in different situations? Was it positive?

2. How different are the experiences of those in the group?

3. How has their response to peer conformity/peer pressure changed over the years?

4. Which term best describes the processes involved – peer conformity or peer pressure?

Task 2: The pupils today

As a whole group, construct a list of the issues faced by young people in their school or across the country today. Provide some time for the group to consider how the issues on the list compare with the issues that faced them when they were young.

Participants should work in pairs to identify the pressures that young people are under to conform with their peers and the outcomes of conformity and non-conformity. The following format may be helpful:

Issue	Outcome if they conform (short- and long-term)	Emotions associated with the conformity actions	Outcome if they don't conform (short- and long-term)	Emotions associated with the non-conformity action

Encourage discussion around the following questions:

- What do you think are the differences between your perceptions of the possible outcomes of conformity and those of young people?

- Are short- and long-term outcomes different?

- How much does conformity have an influence on the standing of young people in their peer group? Are there pupils that they know who are able to resist conformity but who have high standing?

Task 3: Individual differences

Ask participants to work in small groups to read the following extract from the information sheet and discuss whether they think the research described 'rings true' to their experience.

> ## Peer conformity and susceptibility to peer influence
>
> *But there are also important individual differences: some pupils are highly susceptible to peer influence, whereas others are able to steer their own course and resist the pressures. A recent study by Allen, Porter, & McFarland (2006) has shown that these differences can be understood by examining the 'leaders' and 'followers' in 13- to 14-year-olds' close friendships. Each pair of friends first had to complete a neutral decision-making task to assess pupils' level of autonomy within their close friendships. The pupils' psychological development and socio-behavioural functioning were also tracked over a one-year period. 'Followers' in the decision-making task, who just went along with their friends' decisions instead of asserting their own point of view, were found to have:*
>
> - *declining levels of popularity;*
>
> - *increasing levels of depressive symptoms over time;*
>
> - *higher levels of substance use and sexual activity.*
>
> *In contrast, those who had greater autonomy within their close friendships had a much more positive profile. It seems that pupils with the confidence to think for themselves within close friendships are much better able to resist any negative influences within the wider peer group.*

Ask participants to identify a class or group that they know well. Participants should reflect on the group in light of the information in the extract. They should identify two or three pupils that they feel fall into the categories of 'leaders' and 'followers'. They should consider the group of pupils they identified and explore the following questions:

- Apart from the categorisations of leaders and followers, what are the other shared characteristics of this group?

- How do we interact with the different types of pupils? Do we have different expectations?

- How do we support the different groups to develop?

- What significant behaviour and actions are promoted by peer conformity?

Plenary

The following questions might promote discussion and reflection:

- When you see actions of pupils heavily dictated by their desire to conform to peers, how does this make you feel? What do you do in response to these feelings?

- How do you use the power of peer conformity to encourage positive behaviour in the pupils?

- Do you change your expectation of pupils based on the knowledge and understanding of the pressure they may be under from peer conformity?

Applying learning

- Observe the behaviour of pupils in the light of your thoughts during the activity. Does this change your perceptions of their motives for their behaviour?

- Identify one way that you can use peer conformity effectively, describe this to a colleague and try it out with a group of pupils.

- Use one or more of the activities about peer conformity from the pupil materials to try with a group and discuss what you found out with a colleague.

Theme 2:
Keep on learning
(motivation and self-awareness)

This theme focuses primarily on two of the social and emotional aspects of learning: motivation and self-awareness. The theme provides opportunities for pupils to reflect upon themselves as individuals and to consider how and when they learn best, within the larger and more complex learning environment of the secondary school. There is an emphasis on encouraging pupils 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.

Year 7

Activity 2.1: 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 2 learning opportunities.

Resources

Flipchart

Pens

Process

As a group, agree a key task that will take forward your plans to implement and embed SEAL across subjects. Use the process described below.

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 pupils are 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 or you might lack confidence with some of the core ideas.

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 2.2: Locus of control

Purpose

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

Resources

Resource sheet 2.2.1: What's my style?

Resource sheet 2.2.2: It's up to me

Process

Explain that the following activity is taken from Theme 2.

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 in the wood and treads in some dog dirt. He looks down and says, 'Blessed 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 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.'*

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 of these three characters would you like to be like?

- Which one are you like?

Use the What's my style? cards, Resource sheet 2.2.1. 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, identify the person and then role-play how they would respond in the situation identified.

The significance of this type of understanding in school is the impact that some types of attribution have 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 'Itsuptome' 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 that 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?'

Activity 2.3: 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 2.3.1: 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 below. 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 Resource sheet 2.3.1.

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 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.

Year 8

Activity 2.4: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 2.

Resources

Resource sheet 2.4.1: Information sheet 3

Process

Share the instructions as follows:

- Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

- With a partner explain the three points you have chosen and explain why you have chosen them.

- For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work them or help their learning.

- Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

Applying learning

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do it? Why don't you do it?

Activity 2.5: Achievement motivation during secondary school

Purpose

- To develop further understanding and skills around a technique to support pupils in their exploration of motivation.

- To develop a deeper understanding of a structure to assess motives and motivation behind activities and events.

Resources

Resource sheet 2.4.1: Information sheet 3

Process

Exploring issues in depth – The 'drilling down method'

This technique is used during some of the example learning opportunities in Theme 2. It is based upon a form of solution-focused questioning. It can be used with pupils to encourage a deeper exploration of an issue. The following example explores motivation. It is suggested that you try this out with colleagues before you use it with pupils.

Participants should work in pairs. They should list the activities they do or have to do. For each of these they should consider: Why do I do it? Their partner should question them using the drill down method of questioning using the following questions:

● What else can you tell me about that?

● And….?

● Is there more you can tell me?

The person being questioned needs to try to respond by going deeper into the issue. This continues to a point when both participants feel that they have gone 'deep' enough.

Once both participants have had an opportunity to experience the technique, discuss the following in small groups:

● How did I find the drill down method when I was being encouraged to dig deeper?

● How did I find the techniques when I was asking the questions?

● How might pupils find the technique? What will be the greatest challenges?

● What might I change if I was to introduce this technique to pupils?

Exploring internal and external motivation

It is rare that our motivation for doing something is just internal or external. Quite often it will be a mix of the two. This exercise allows individuals to explore their motives by identifying where they think their motives fit on the grid below.

An example might be – I do my lesson planning. Extrinsic motivation may be that the head of department wants the plans in at the end of the week, the intrinsic motivation may be that I enjoy doing a good job and enjoy the planning process when I get down to it.

Internal motivation ▶▶

	LOW	HIGH
LOW		
HIGH		

External motivation ▼▼
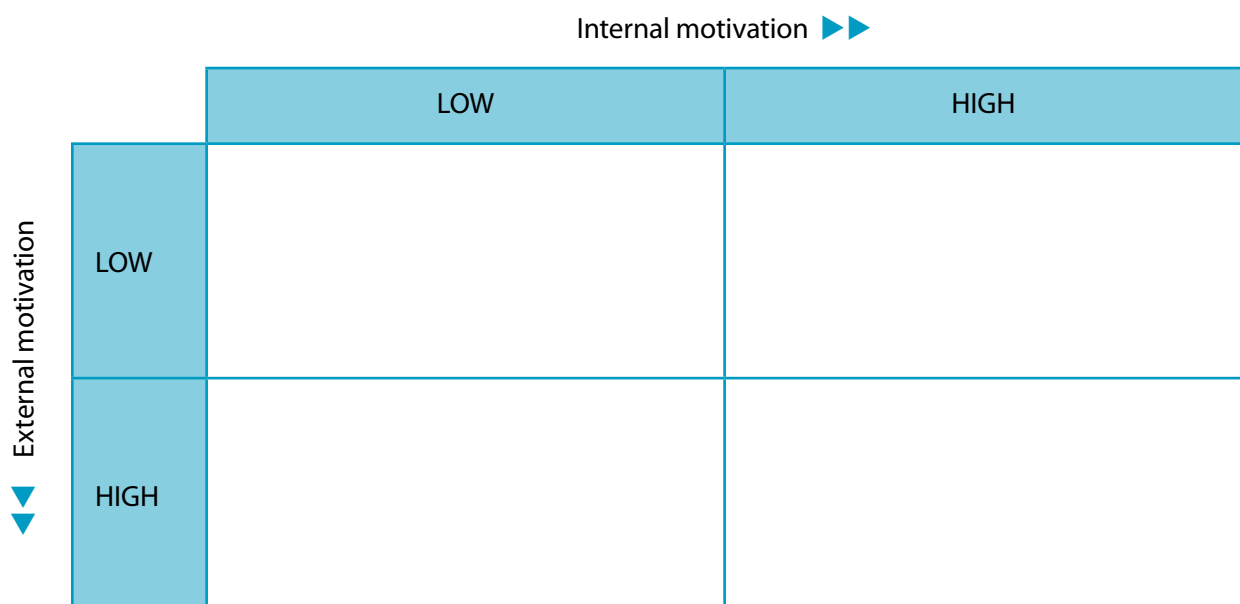
Agree the characteristics in each of the quadrants. For example:

Low External/Low Internal – No reason at all to do it.

Low External/High Internal – I do it for the love of it.

High External/Low Internal – I do it because I am told to.

High External/High Internal – I do it because I need to but at the same time I love it.

Participants should quickly write a list of the things they do in an average week, including some special things they do, and place these on the quadrants.

Ask participants to share some of the examples and where and why they placed them where they did. Provide a few moments for participants to review where they have placed the activities in the light of discussions.

Ask the group:

- How did you find the tasks?

- Following the discussion with a partner did you change any of the placements?

- Is it possible that the further down that you drill in terms of finding deeper motives that it is inevitable that you will change some of your initial choices?

- How might pupils respond to this type of activity?

- Identify a pupil or group of pupils in your class. Identify a set of activities that they engage in and then place those activities on the grid. Discuss you placements within the group.

Applying learning

Review your subject teaching in Year 8 in the light of two pupils in the class – one high-achieving, the other low-achieving. Ask them what motivates them and discuss what would help to enhance their motivation.

Note: The terms internal and external motivation have been chosen to use with pupils and in these learning opportunities. The alternative and more 'technical' terms intrinsic and extrinsic might be used if you wish. Whatever terminology you choose to use, an explanation of the underlying principles is important.

Year 9

Activity 2.6: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 2.

Resources

Resource sheet 2.6.1: Information sheet 4

Process

Share the instructions as follows:

- Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

- With a partner, explain the three points you have chosen and explain why you have chosen them.

- For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

- Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

- If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

Activity 2.7: Striving for the ideal

Purpose

To understand the differences between actual, ideal and ought self.

To have identified approaches to help young people to achieve equilibrium between the three self-concepts.

Resources

Resource sheet 2.6.1: Information sheet 4

Process

Exploring your actual self

Write a short pen portrait of yourself. Include your strengths and limitations, what you look like, sound like and think like.

Exploring your ideal self

Imagine that in the night while you were sleeping a miracle happened and you became your ideal self.

Jot down:

- what someone would see, hear and think if they met you;

- what you would feel and think about yourself.

Exploring your ought self

Imagine that in the night while you were sleeping a miracle happened and you became the person the school values as an excellent teacher and colleague.

Jot down:

- what someone would see, hear and think if they met you;

- what you would feel and think about yourself.

Compare the 'ought self' with a colleague. Do you have a common view of what the school values in a member of staff? Make changes in the light of your discussions.

Now compare your descriptions of your three selves. Rate how close they are to each other on a scale of 0–10 so that 10 = virtually the same and 0 = poles apart. Share the rating with a colleague and explain, as much as you like, the reasons you have rated yourself in this way.

As a group discuss:

- How does it feel to have a high score on this rating?

- How does it feel to have a low score on this rating?

Work in pairs to identify two pupils you both know well. One should be seen as 'successful' at school and the other should be seen as 'unsuccessful'. Write a short pen portrait of them.

Now consider what you think the school values in a pupil and write a pen portrait of the ideal pupil. How is this expressed?

Rate how close the pupil descriptions are to the 'ideal pupil' on a scale of 0–10 so that 10 = virtually the same and 0 = poles apart.

Plenary

Consider how pupils pick up a sense of an 'ideal pupil' in the school.

- Is this an accurate picture of what the school values?

- Can all pupils achieve this?

- What are the implications for those pupils who find a discrepancy between their actual self and the school's ideal pupil?

Applying learning

Act as a researcher to identify what hidden messages the school gives about ideal pupils. Ask pupils what they think is valued at school in a pupil. Consider the implications of this.

Theme 3: Learning about me
(understanding and managing feelings)

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 strategies for managing their feelings; and use this understanding to behave more appropriately, make better choices, learn more effectively and build better relationships with others.

Year 7

Activity 3.1: Understanding emotions

Purpose

To enhance understanding of emotions and their significance in school.

The parts of our brain and its functions*. This is based upon the Year 7 Curriculum Resource, Theme 3.

Resources

Resource sheet 3.1.1: 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 person.

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

Now describe five different scenarios as follows:

1. 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.

2. 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.

3. 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. The colleague is going on and on in a very irritating way about work.

4. 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.

5. 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, 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.

Activity 3.2: Calming down when 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

Pens

Process

You might want to use a round to start this activity, for example, take it in turns to say and complete this sentence: When I am stressed I calm down by …

Record on 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:

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

2. exercise;

3. 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, for example with an Indian head massage or aromatherapy.

Year 8

Activity 3.3: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 3.

Resources

Resource sheet 3.3.1: Information sheet 5

Process

Share the instructions as follows:

- Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

- With a partner, explain the three points you have chosen and explain why you have chosen them.

- For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

- Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

Applying learning

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

Activity 3.4: Coping strategies

Purpose

To understand how people think about difficult situations and the consequences of these thoughts.

Resources

Resource sheet 3.4.1: Coping strategy cards

Process

Task 1

Explain that there are many ways that people tend to cope with an experience.

- Acceptance: resigning yourself to what has happened.

- Catastrophising: seeing the situation in the worst possible way.

- Other-blame: blaming others for the negative experience.

- Positive reappraisal: attaching a positive meaning to the event in terms of personal growth – for example, you might have learned something from the experience.

- Putting into perspective: thinking that the situation is not so serious compared to other things.

- Refocus on planning: thinking about what steps to take in order to handle the negative event.

- Positive refocusing: thinking about positive situations/issues instead of the negative event.

- Rumination: thinking about the negative feelings associated with the situation.

- Self-blame: blaming yourself for the negative experience.

Invite participants to look at the coping strategies cards and put them in order of how helpful they might be as a way of keeping positive.

Psychologists have found that the most helpful response is considered to be positive reappraisal. This is when we consider the event useful in that it improves ourselves in some way – perhaps we learn something from it. Rumination, self-blame and catastrophising are linked with depression.

Task 2

Participants should choose a coping response card each. They should identify self-talk and actions that someone might have in the manner of the coping strategy on the 'response card', for example:

- They are waiting for the bus to school but it is late.

- They are getting ready to go to a party and the heel comes off their favourite pair of shoes.

- They forget their planning on which they are to be observed by the headteacher.

- The class is particularly difficult.

Plenary

Recap on the main learning. Emphasise that how we respond to things can change the way that we feel, improve our well-being, and can even prevent depression later in life.

Ask participants to summarise what they know about positive thinking about a problem – particularly trying to grow personally from experiencing a difficult situation.

Applying learning

Participants should try to use positive self-talk when responding to setbacks and challenges. They should discuss what they are going to try out with a partner and share their successes.

Year 9

Activity 3.5: Deepening understanding

Purpose

To deepen understanding of issues that underpin Theme 3.

Resources

Resource sheet 3.5.1: Information sheet 6

Process

Share the instructions as follows:

● Read each section of the information sheet carefully and highlight the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

● With a partner, explain the three points you have chosen and explain why you have chosen them.

● For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

● Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

Applying learning

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?
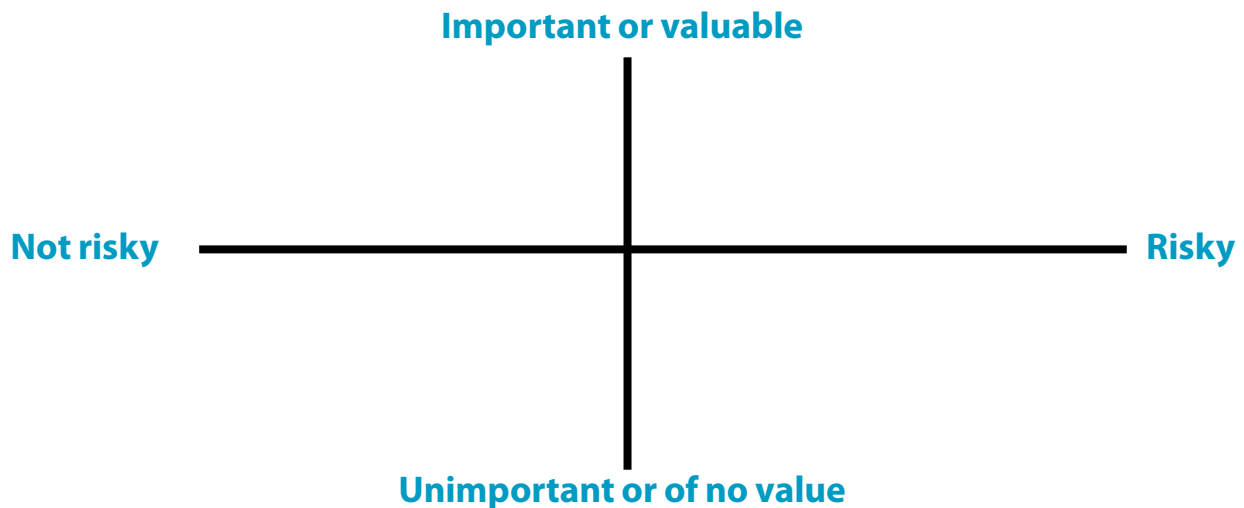
Activity 3.6: Risky behaviour

Purpose

To explore the importance to managing risk in learning and behaviour.

Resources

Resource sheet 3.5.1: Information sheet 6

Sticky notes

Or sheet of flipchart paper with the following diagram – one for each group of eight people

Important or valuable

Not risky   **Risky**

Unimportant or of no value

Process

Ask participants to spend some time considering and listing some of the risks they have taken – they should think of at least ten. They should record these on sticky notes and provide enough information so that others can judge how risky the behaviour might be.

Collect in the sticky notes and redistribute them randomly to members of the group.

Participants should take turns to place the sticky notes on the diagram. They should construct a diagram of the risks that members of the group have taken. Group members should challenge each other's placings until they are all happy with the diagram. Record the behaviours that are placed in the top-right quadrant.

Replace the vertical dimension with 'fun' and 'not fun' and then 'valued by others' and 'not valued by others'. Each time record the behaviours that have been placed in the top-right quadrant.

Refer to the information sheet and the implications of the vulnerability of adolescents to risk taking, particularly motivated by 'fun' and 'with peers'.

When exploring risks with pupils they should think about two main aspects:

- what might happen (whether it is harmful and how harmful it might be) and;
- how likely it is that something harmful might happen (the probability).

Some actions involve several risks or harmful elements, and each risk/harm has a different probability. The probability depends on lots of factors, such as the circumstances, the abilities and predispositions of the person or people involved.

Plenary

As a group, explore the questions:

- What difference does changing the vertical dimension make to the behaviours that we might engage in even if they carry risk?
- How can we encourage pupils to manage their risk-taking behaviour out of school?
- What would encourage you to manage your risks and take more risks with learning in the classroom?
- How can we encourage pupils to take greater risks with their learning?

Applying learning

Use Year 9 Learning Opportunity 8 from Theme 3 with a group of pupils to find out more about their understanding of risk and how you might encourage them to take greater risks with their learning.

Activity 3.7: 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 3.7.1: Feelings, mood, temperament

Resource sheet 3.7.2: The basic emotions

Resource sheet 3.7.3: Positive self-talk

Process

Shuffle the temperament, mood and feeling cards (Resource sheet 3.7.1) and place them on the table in separate piles. Ask participants to 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 – this 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 and identify three strategies that might help them feel more positive. For example, we could seek out someone we get on well with, who makes us laugh, relax, go for a run and so on.

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

Divide the group into two and ask one half to read Resource sheet 3.7.2 and the other half to read Resource sheet 3.7.3. They should work in pairs and agree the key messages from the reading.

Pairs should then get into a four with a pair from the other group and 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?

Section 3

Staff development activities to prepare for implementation

The following activities are designed to help prepare for the implementation of the Curriculum resource and to ensure common understandings.

Activity 4.1: 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 the school.

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.

4. 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.

5. 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 the school. 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 4.2: 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

Further reading 2.8.1: Where are pupils starting from?

Process

There are two tasks in this activity.

Task 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.

Task 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 4.3: Are we ready?

Purpose

To support planning to 'teach' social and emotional skills.

To identify key actions needed to implement the SEAL Curriculum resource.

Resources

Planning for SEAL sheet

Process

As a team discuss the questions below and identify any action you might take as a result.

Questions	Suggestions/further issues	Status/action
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 school that is implementing SEAL effectively. ● Invite a 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).	

Questions	Suggestions/further issues	Status/action
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 or earlier in the school?	If not, you might: ● Look at the intended learning outcomes. ● Take some time to explore the staff development activities in this booklet. ● Plan to find out about the students' knowledge and understanding. ● Visit a primary school or another secondary 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 the Appendix and consider how this matches the skills and understanding of your current students.	
3. Are you confident that you have sufficient resources to deliver SEAL?	You might think about: ● Staffing, including support staff and student supporters. ● Time allocated in the curriculum. ● Time to plan and review using the Four Step Process. ● Commitment of staff to develop, reinforce and consolidate learning across the school day. ● Copies of the materials you need.	

Questions	Suggestions/further issues	Status/action
4. Do all members of the core delivery team have sufficient skills to run SEAL sessions?	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.	
5. Are you confident that all teachers who teach the year group are willing and have the confidence and skills to develop, reinforce and consolidate the pupils' learning of the SEAL skills?	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.	
6. Have you considered what to do if a member of the team is absent and cannot deliver a planned session?	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. ● Choosing a teacher who has the skills knowledge and understanding of SEAL or other approaches.	

Questions	Suggestions/further issues	Status/action
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?	If not, you might: ● Identify key members of staff who come into contact with each year group and communicate the key ideas, for example through the use of posters, leaflets, notes and messages in staff briefings, etc.	
8. Are you confident that you have planned to meet the needs of all pupils including those with additional needs?	If not, you might: ● Find out about the support available in school to promote social and emotional skills by talking to the Lead Behaviour Professional or SENCO. ● Consider how you might use focus group materials for particular groups of students. ● Ensure that you have access to information available about the social and emotional skills of pupils.	

Questions	Suggestions/further issues	Status/action
9. Have you plans to involve 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. ● 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 4.4 overleaf.	
11. Have you developed a way of planning the next themes collaboratively?	● See Activity 4.4 overleaf.	

Activity 4.4: Planning

Purpose

To plan for implementation of SEAL Curriculum resource.

Resources

A copy of the school's usual planning pro forma

Process

As a whole team, agree:

- how the skills 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;
- the personnel involved in delivery, including the role of subject staff to develop, reinforce and consolidate learning and how older pupils might contribute;
- the broad topic and learning outcomes that will be explored in sessions.
- to record your discussions.

Use the Four Step Process to develop learning opportunities and record these in your school's planning pro forma.

Introductory booklet resources

The resources in this booklet support the staff development activities that are summarised in the table below.

Staff development activities

Contents

Section 1: Four Step Process staff development activities

Number	Activity	Resource sheet
Activity FSP.1	Exploring pupil context	FSP.1.1 FSP.1.2 FR 3.5.2
Activity FSP.2	Script development	Appendix FSP.2.1
Activity FSP.3	Methodologies for promoting social and emotional skills in learning	FR 5.1.1 FR 5.5.2
Activity FSP.4	Promoting social and emotional skills through subjects	FR 1.3.1 Guidance 5.5 FR 5.5.1
Activity FSP.5	Focusing on SEAL learning outcomes	Appendix FSP.5.1 FSP.5.2 FSP.5.3 FSP.5.4

FSP – specific resources to support the Four Step Process

FR – further reading from the Secondary SEAL website or Further reading booklet

Guidance – section from the Guidance booklet

Section 2: Theme-specific staff development activities

Year 7 Introductory theme: A place to learn

Number	Activity	Resource sheet
Activity i.1	Belonging	none
Activity i.2	Feeling new	none
Activity i.3	Our human needs	i.3.1 i.3.2
Activity i.4	Threats	i.4.1
Activity i.5	Change	i.5.1

Theme 1: Learning to be together

Number	Activity	Resource sheet
Year 7		
Activity 1.1	Listening skills	none
Activity 1.2	Conflict resolution	1.2.1
Activity 1.3	Empathy	1.3.1 1.3.2
Year 8		
Activity 1.4	Deepening understanding	1.4.1 (info sheet)
Activity 1.5	Psychological intimacy and self-disclosure	1.5.1 1.4.1 (info sheet)
Year 9		
Activity 1.6	Deepening understanding	1.6.1 (info sheet)
Activity 1.7	Peer conformity and peer influence	1.6.1 (info sheet) 1.7.1

Theme 2: Keep on learning

Number	Activity	Resource sheet
Year 7		
Activity 2.1	Planning to reach our goal	none
Activity 2.2	Locus of control	2.2.1 2.2.2
Activity 2.3	Internal motivation	2.3.1
Year 8		
Activity 2.4	Deepening understanding	2.4.1 (info sheet)
Activity 2.5	Achievement motivation during secondary school	2.4.1 (info sheet)
Year 9		
Activity 2.6	Deepening understanding	2.6.1 (info sheet)
Activity 2.7	Striving for the ideal	2.6.1 (info sheet)

Theme 3: Learning about me

Number	Activity	Resource sheet
Year 7		
Activity 3.1	Understanding emotions	3.1.1
Activity 3.2	Calming down when emotions take over	none
Year 8		
Activity 3.3	Deepening understanding	3.3.1 (info sheet)
Activity 3.4	Coping strategies	3.4.1
Year 9		
Activity 3.5	Deepening understanding	3.5.1 (info sheet)
Activity 3.6	Risky behaviour	3.5.1 (info sheet)
Activity 3.7	Feelings, mood , temperament	3.7.1 3.7.2 3.7.3

Section 3: Staff development activities to prepare for implementation

Number	Activity	Resource sheet
Activity 4.1	Why teach SEAL?	
Activity 4.2	Where are our Year 7 pupils now?	FR 2.8.1
Activity 4.3	Are we ready?	
Activity 4.4	Planning	

Resource sheet FSP.1.1: Pupil contexts

Internal context	Psychological	Cognitive	Learning, information processing
		Social development	Relationships, peer interaction
		Personality development	Development of personal identity, reflections on adulthood
	Physiological/ physical	Hormonal	Sexual development, adolescent changes, emotional arousal
		Body changes	Physical appearance

External context	School-based structures	Curriculum and exams	Levels of complexity, reliance on previous gained knowledge
		Learning	
		Expectations	
		Place within school	
		Start of a new year	New groupings
	Societal expectations	Rights and responsibilities	Levels of freedom, movement into adulthood
		Media and communications	Use of mobile phones/internet. Portrayal of youth in media. Influences of the media
		Cultural expectations	Implicit expectations
	Families and communities	Relationships with parents and carers	Gradual moving away, separate identities

Resource sheet FSP.1.2: Contexts table

Internal context	Psychological	
	Physiological/physical	

External context	School-based structures	
	Societal expectations	
	Families and communities	

Resource sheet FSP.2.1: Script development

Area to be explored:

Audience:

Key points to be explained:

Script:

Resource sheet FSP.5.1: Deepening understanding

Learning outcomes	How will I know that pupils have achieved the outcomes? What will I see and/or do?
1.	
2.	
3.	
4.	

Resource sheet FSP.5.2: Developing learning opportunities

Theme:

SEAL learning outcomes to be covered:

Subject context including subject objectives:

Resources:

Introduction/background/starter:

Activity:

Plenary:

Review and reflections following use with pupils (include how you might adapt the learning opportunity if necessary):

Progression opportunities:

# Resource sheet FSP.5.3: Criteria for opportunities

Criteria for a learning opportunity	Present
One or two SEAL learning outcomes identified.	
Clear identification of the subject context within the National Curriculum, including subject objective(s) when appropriate.	
Clarity of how SEAL learning is integrated with subject learning.	
Explicit ideas to develop social and emotional skills/SEAL learning outcomes.	
Identification of the keywords for SEAL.	
Detailed description of learning and teaching approaches to be used with description of experiential activities for pupils.	
Specific ideas for plenaries – that help pupils to consolidate and apply SEAL learning alongside subject learning.	
Identification of resources needed.	
Identification of possible teaching challenges and how these might be overcome.	
Ideas to ensure the needs of all pupils are met including those with additional needs.	

Resource sheet FSP.5.4: Reviewing and modifying

Following the delivery of a SEAL learning opportunity it may be useful to consider the following:

Question	Reflections – learning	Actions and applying learning
What did the pupils learn? What evidence do I have? Will they be able to apply their learning in different contexts? What evidence do I have?		
Which parts of the lesson went well? How did my teaching influence the fact that these areas went well?		
Could I have used a different learning and teaching approach in order to improve the learning? Are there barriers to me doing this? How will I overcome them?		
How might I change this learning opportunity to make it more effective?		
How was the teaching of my subject area enhanced by including the SEAL learning?		
What social and emotional skills did I employ and how did I model them?		
Do I need to find out more about any aspect of SEAL learning?		

Resource sheet i.3.1: Maslow's hierachy of needs
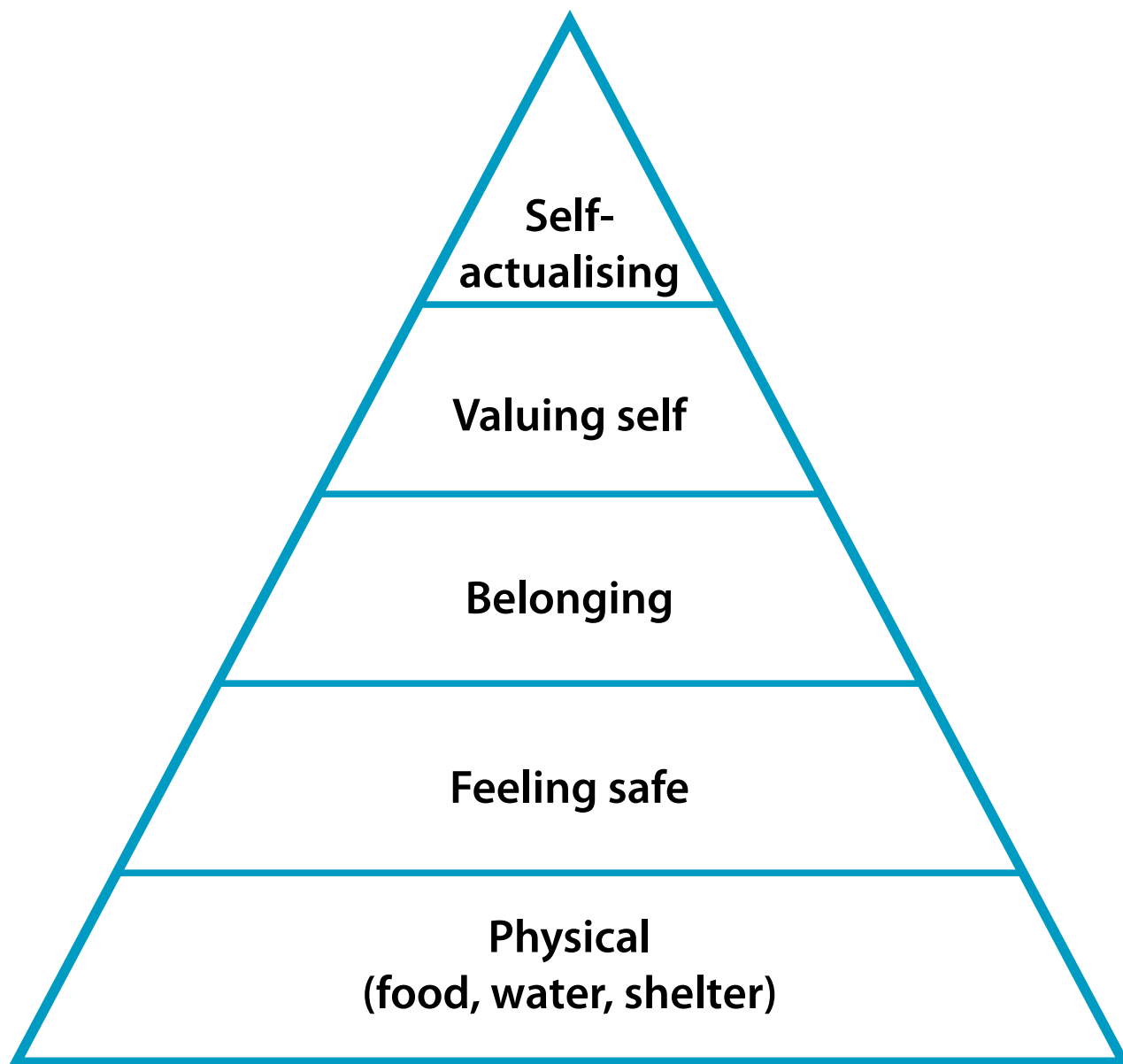
Maslow's Hierarchy taken from Maslow, A. et al. *Motivation and Personality*. © 1987. Electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey

Resource sheet i.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 were 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.

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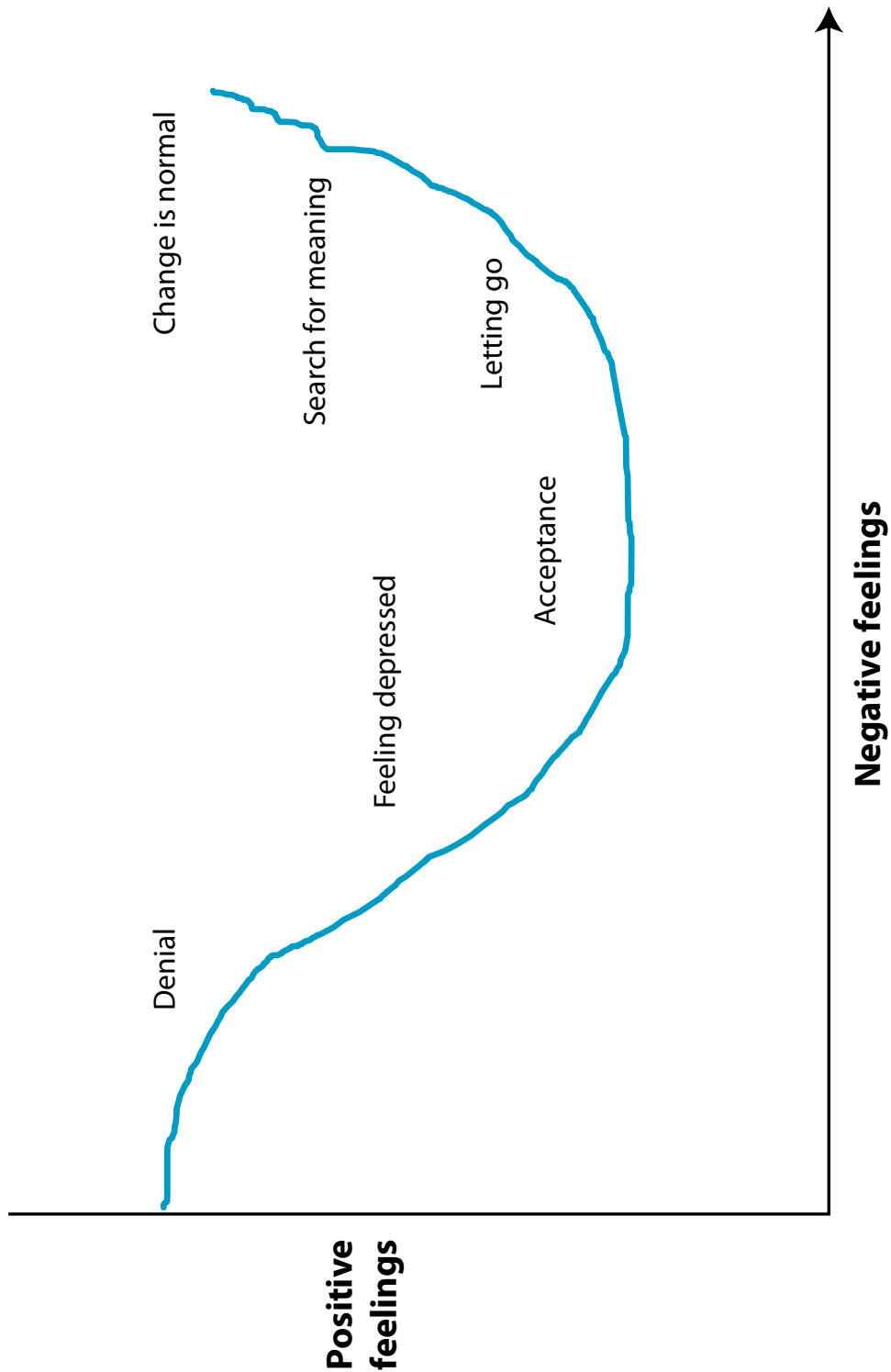
Sam wasn't usually too much of a problem. She didn't always concentrate in class but she usually did what she was told with a little extra encouragement.

Resource sheet i.4.1: Fight or flight

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Resource sheet i.5.1: Changes

Denial

Feeling depressed

Search for meaning

Change is normal

Acceptance

Letting go

Positive feelings

Negative feelings

Changes Diagram by Katherine Weare, taken from *Promoting Mental, Emotional and Social Health: A Whole School Approach.* © Routledge Falmer 1999. Used with kind permission

Resource sheet 1.2.1: 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?

Resource sheet 1.3.1: 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.

Resource sheet 1.3.2: 'The Scream'
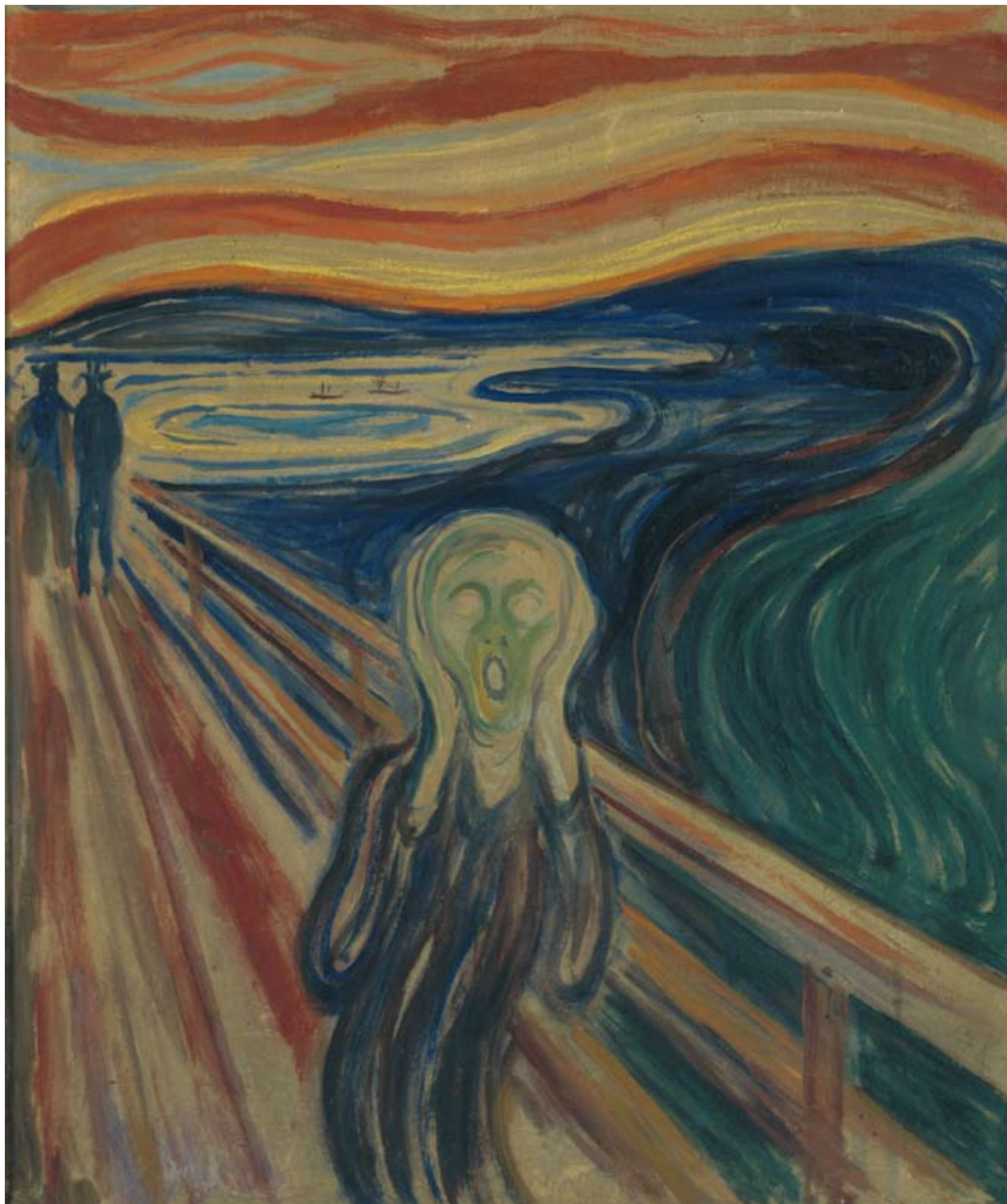
Munch, E. *The Scream* © Munch Museum/Munch - Ellingsen Group, BONO, Oslo/DACS, London 2008

Resource sheet 1.3.2: 'The Scream'

Resource sheet 1.4.1: Information sheet 1

What makes a good friend?

Friendship in early secondary school pupils

Overview

This information sheet discusses issues relating to pupils' experiences of friendship in the early secondary school years. It will focus on three main points:

- the impact of friendship relations on school adjustment;
- how friendship influences pupils' behaviour at school;
- the growing importance of psychological intimacy in friendships
    - relevance of communication skills and empathy;
- gender differences in adolescent friendship networks
    - issues relating to opposite-sex and out-of-school friendships.

Relevant SEAL (Empathy) learning outcomes

I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them.

34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.

37. I can support others who are experiencing personal problems.

Relevant SEAL (Social skills) learning outcomes

39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings.

41. I can assess risks and consider the issues involved before making decisions about my personal relationships.

42. I can make, sustain and break friendships without hurting others.

1. Impact of friendship on school adjustment

A number of studies have shown that having a reciprocated friendship (where both pupils recognise each other as friends) is related to positive adjustment in secondary schools. These investigations have shown that both the fact of having such a friendship, and the characteristics of the friends, are important. One research study (Wentzel, Barry & Caldwell, 2004) followed over 200 pupils from 12 to 14 years of age in order to track these processes. The results showed that 12-year-olds without any reciprocated friends had poorer academic outcomes, less pro-social behaviour (for example, cooperation, helping others), and greater emotional distress. At the same time, among those who did have reciprocated friends, there was also a critical influence of the friends' behaviour:

- 12-year-olds who had few pro-social friends at the start of the study became much less pro-social themselves over the following two years;
- 12-year-olds who had more pro-social friends at the start of the study became much more pro-social themselves over the following two years.

So as well as the importance of having a friend, *who* you have as a friend may be critical for your future

development. In terms of being cooperative and helpful in the classroom, friends can both pull you up and bring you down.

2. Psychological intimacy

Longstanding research shows that similarity is a key factor in friendships through the lifespan. But many researchers have emphasised a key developmental change between childhood and adolescence in the nature of friendship. Friendship in early childhood typically revolves around playing or doing things together, and later in primary school, peer group acceptance becomes important. But probably the most important quality that marks out adolescent friendships, from around 12 years of age, is psychological intimacy, based on the exchange of experiences, thoughts, worries, and other feelings. In one early study of this topic (Sharabany, Gershoni & Hofman, 1981), the components of intimacy that showed the most consistent increase with age were:

- frankness and spontaneity: for example, feeling able to talk about almost everything with each other;

- sensitivity and knowing: for example, knowing how the other feels without being told.

It is important to stress that this development of psychological intimacy is closely linked to social and emotional skills (such as the capacity to take other people's perspectives, to communicate feelings, and to respond supportively to others). Finally, although girls report higher levels of intimate exchange, giving, and sharing in their friendships than do boys, it's clear that the developmental increase in psychological intimacy occurs both for boys and for girls.

3. Gender differences in friendship networks

Gender differences in friendship become more complex in the adolescent years because of changing patterns in opposite-sex and out-of-school friendships. One key issue is the steady increase in intimacy with opposite-sex pupils. A recent longitudinal study by Poulin & Pedersen (2007) revealed highly significant patterns of gender differences by following several hundred pupils from 12 to 16 years of age.

- The growth in the proportion of opposite-sex friends was much steeper for girls who were early in physical maturity (pubertal timing).

- Girls' opposite-sex friends were much more likely to be older and to be out-of-school than those of boys.

- Twelve-year-old girls who were seen as more antisocial were especially likely to develop opposite-sex friendships.

Additionally, other research provides evidence for a particular increase with age in girls' attraction to aggressive boys (Bukwoski, Sippola & Newcomb, 2000). These developmental patterns appear to place at least some girls on a path where they may be exposed to more risky behaviour, often in less structured and unsupervised settings. A key challenge will be to ensure that all pupils have the necessary skills to make safe decisions in the context of these changing friendship networks.

What does this mean for me?

Read each section, carefully highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

With a partner, explain the three points you have chosen and explain why you have chosen them.

For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work them or help their learning.

Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Resource sheet 1.5.1: Disclosure – secrets

(From Year 8 Theme 1: Learning to be together Resource sheet 1.8.2)

A

I walked into the dentist's for a check-up and there was Kia Morgan, a girl in my class. I didn't really know her – well I didn't until then. She was just one of a big group of girls who laughed a lot. All the boys fancied them. I knew I wasn't ready for all that. I felt much better if I stayed at home playing on the computer or going fishing with my dad. I loved football too so my excuse for not going out much was that I had to be careful. I wanted to be in tip-top condition in case one of the 'scouts' spotted me at the local football club. Some of the other boys joked with me – we all knew I wasn't really good enough.

I picked up a magazine from the table in the middle of the waiting room and sat down as far from Kia as possible and buried my head in the magazine.

'When's your appointment?' It was Kia, she was now sitting next to me, 'I've been waiting absolutely ages.'

'Three thirty.'

'Mine was at three but I came early. I wanted to miss PE. I hate PE. I think everyone is looking at me because I am bigger than the rest of the girls. I'm already a C cup, you know. They say I take after my mum – she's really big.'

By this time I had forgotten the magazine and was looking straight at Kia. She continued:

'She left my dad when I was a baby. I can't remember him. I've seen a picture. He was dead handsome. She said he didn't pay her any attention and used to shout at her. She can talk. She is always angry and shouting at someone, usually me. Sometimes I think I hate her. What's your mum like?'

B

I never talk about my family but somehow Kia's round, smiling eyes and chatting had made me trust her.

'I haven't got a mum. She died when I was four of cancer. I live with my dad. I mean the world to him. When he feels well we go fishing together but sometimes he is so bad that he sits for days doing nothing. If I didn't feed him he wouldn't eat anything. I worry about him all the time.'

Just then the nurse called Kia in to see the dentist. After that it was my turn.

C

I didn't see Kia again until the next day at school. I went over to talk to her but she was chatting and didn't notice me. It wasn't until later that I saw the other girls looking at me and heard one of them saying,

'You can't fancy him … he's as mad as his dad!'

Resource sheet 1.6.1: Information sheet 2

Negotiation skills and susceptibility to peer influence in adolescence

Overview

This information sheet discusses adolescents' skills in managing peer conflict through negotiation, and their ability to handle negative peer influence. It will focus on three main topics:

- developmental changes in peer conflict resolution strategies;

- 'interpersonal negotiation strategies' and perspective-taking

  – implications for adolescent friendships;

- susceptibility to peer influence in close friendships

  – links with psychosocial functioning.

Relevant SEAL (Empathy) learning outcomes

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.

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.

Relevant SEAL (Social skills) learning outcomes

I can assess risks and consider the issues involved before making decisions about my personal relationships.

45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others.

47. 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.

1. Developmental changes in peer conflict resolution strategies

All of us experience conflicts with our peers on occasion, but the way in which we resolve these conflicts can vary dramatically. Psychologists have for some time been interested in how conflict resolution changes with age. One review of research in this area (Laursen, Finkelstein & Betts, 2001) focused on three main types of conflict resolution:

- **coercion:** one party uses various assertive tactics such as commands or aggression to make the other party give in to demands;

- **disengagement:** the two parties drop the conflict without achieving a resolution;

- **negotiation:** the two parties seek a mutually satisfactory solution through strategies such as compromise, making concessions, taking turns, or sharing.

A common finding is that coercion tends to decline with age while negotiation tends to increase with age. However, whereas adolescents often respond to hypothetical conflicts by using negotiation, studies of actual conflicts and studies using observer ratings suggest that disengagement and coercion may in fact be more common than negotiation. Only in early adulthood do we see a preference for negotiation strategies in both hypothetical and actual conflicts.

2. 'Interpersonal negotiation strategies' and perspective-taking

Most of us would agree that negotiation skills are an important part of what it means to be socially competent. So what factors contribute to effective negotiation? The work of Robert Selman shows us how adolescents' negotiation skills are heavily dependent on their ability to recognise and understand each others' perspectives. In a key study (Selman et al., 1986), the researcher used structured interviews with young people between 11 and 19 years of age to assess the way they defined problems, the types of strategies they felt were effective, and the reasons they gave for using those strategies. His model presents four increasingly sophisticated levels of negotiation:

- **Level 0:** no attention to differing perspectives leading to impulsive, fight or flight behaviour;

- **Level 1:** recognise that perspectives differ, but fail to consider the different perspectives simultaneously leading to one-way commands or to unthinking submission;

- **Level 2:** recognise each others' plans, opinions, and feelings, but still focus on protecting one's interests leading to attempts to persuade the other party, or making trades and deals;

- **Level 3:** focus on how one's interests can be integrated with those of the other party leading to compromises through developing new shared goals.

Selman found that negotiation became more sophisticated with increasing age, with Level 2 understanding becoming common in mid-adolescence. However, some adolescents use more sophisticated negotiation strategies than others of the same age. Vernberg et al. (1994) showed that these differences are related to the successful formation of teenage friendships. They followed 12- to 14-year-olds who were in the process of moving school, and demonstrated that pupils with more sophisticated negotiation strategies went on to have greater intimacy and companionship in their new friendships.

3. Susceptibility to peer influence in close friendships

Sensitivity to others' points of view is clearly an important part of successful negotiation. But what happens when you feel under pressure from others to do something that you really don't want to do? Some of the most challenging peer interaction situations involve the dilemma of how to respond to peer pressure. One early study showed a steady rise in conformity to antisocial peer suggestions (for example, stealing, trespassing, destruction of property) from 9 years of age to a peak at age 15, with some subsequent tailing off in late adolescence (Berndt, 1979).

But there are also important individual differences: some pupils are highly susceptible to peer influence, whereas others are able to steer their own course and resist the pressures. A recent study by Allen, Porter & McFarland (2006) has shown that these differences can be understood by examining the 'leaders' and 'followers' in 13- to 14-year-olds' close friendships. Each pair of friends first had to complete a neutral decision-making task to assess pupils' level of autonomy within their close friendships. The pupils' psychological development and socio-behavioural functioning were also tracked over a one-year period. 'Followers' in the decision-making task, who just went along with their friends' decisions instead of asserting their own point of view, were found to have:

- declining levels of popularity;

- increasing levels of depressive symptoms over time;

- higher levels of substance use and sexual activity.

In contrast, those who had greater autonomy within their close friendships had a much more positive profile. It seems that pupils with the confidence to think for themselves within close friendships are much better able to resist any negative influences within the wider peer group.

> **What does this mean for me?**
>
> Read each section carefully, highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.
>
> With a partner, explain the three points you have chosen and explain why you have chosen them.
>
> For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.
>
> Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?
>
> If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Resource sheet 1.7.1: Conformity reflection sheet

Identify your responses at the time to the following item with respect to your own peer conformity.

'Teenage plus' years:

- the way you dressed – particularly your school uniform;
- the way you acted in front of adults with your peers around;
- smoking;
- girls/boys and 'love';
- hairstyle;
- religious observance;
- films and television;
- phrases and the way you talked;
- drugs and alcohol.

Years since:

- views you don't at first agree with;
- the way you dress;
- hairstyle;
- religious observance;
- drugs and alcohol (including smoking);
- child-rearing practice;
- career expectations;
- eco issues – littering/carbon footprint.

Resource sheet 2.2.1: What's my style?

Situation cards

You leave your sat nav in the car. It gets stolen.	The zip breaks on your bag and your phone falls out and breaks.	You fall asleep without marking your Year 9's work and you know they will moan about it.
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.	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.	Your tutor group comes last in the school sports.
You bite into an apple and a wasp stings you.	You agree to take part in the school musical. You forget your words.	You watch a horror movie and can't sleep.
You take a cake across the road to a friend's birthday. It rains and ruins the icing.	You are messing around play-fighting with your son and you bump into the table, knocking over a bottle of blackcurrant juice.	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.

Character cards

It'suptome	Theworld'sagainstme	It'smeagainsttheworld

Resource sheet 2.2.2: 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'smeagainsttheworld** is walking in the wood and treads in some dog dirt. He looks down and says, 'Blessed 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 **Theworld'sagainstme** 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'suptome** 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.'

Resource sheet 2.3.1: Encouraging self-motivation

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

Show a personal enjoyment and interest in the content of the lesson.	1	2	3	4	5	6	7	8	9	10
Place an emphasis on how pupils learn rather than their performance.	1	2	3	4	5	6	7	8	9	10
Encourage autonomy in the pupils.	1	2	3	4	5	6	7	8	9	10
Focus on individual improvement and what has been learned rather than making judgements or comparisons.	1	2	3	4	5	6	7	8	9	10
Emphasise progress over time rather than grades or marks.	1	2	3	4	5	6	7	8	9	10
Provide informative feedback that helps the pupils feel responsible for their success and helps them improve.	1	2	3	4	5	6	7	8	9	10
Attribute failure to the nature of the task, quality of teaching or some changeable aspect of the pupil.	1	2	3	4	5	6	7	8	9	10
Make it clear that mistakes are a valuable part of learning.	1	2	3	4	5	6	7	8	9	10

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.

Resource sheet 2.4.1: Information sheet 3

What's the point of learning?

Achievement motivation during secondary school

Overview

This information sheet discusses issues relating to pupils' motivation for learning and achieving at school. It will focus on three main points:

- the distinction between **intrinsic** and **extrinsic** motivation
    - findings that instrinsic reasons for learning and achieving decline with age;
- the importance of **self-determination** for academic outcomes
    - feelings of autonomy, relatedness, and competence;
- the distinction between mastery goals and performance goals
    - implications for how pupils respond to failure.

Relevant SEAL (Motivation) learning outcomes

19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.

20. I can break a long-term goal into small, achievable steps.

22. I can monitor and evaluate my own performance.

25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure.

28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour.

30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.

Intrinsic and extrinsic motivation

Every teacher will know that there are striking differences between pupils in how they approach their learning at school. One starting point might be to consider whether a pupil is engaging with learning for its own sake – the enjoyment, personal challenges, and interest that it brings – or is simply doing it because of external forces (for example, because s/he has to, or because s/he wants approval from others).

Researchers over the last 30 years have asked pupils questions to find out whether:

they are driven by curiosity	**or**	they simply want to please others
they work for their own satisfaction	**or**	they work to get good grades
they prefer work that challenges them	**or**	they prefer easy work
they enjoy working independently	**or**	they are dependent on the teacher
they focus on personal improvement	**or**	they focus on grades and external feedback

intrinsic motivation	**extrinsic motivation**

Importantly, there are some key developmental trends. Harter (1981) showed that the preference for challenging work decreased with age, with a marked drop at around 12–13 years of age, and being motivated by curiosity also decreased steadily between 9 and 14 years. This has been confirmed by more recent work: a 2005 study by Lepper, Corpus & Iyengar showed a similar decrease in intrinsic motivations between 9 and 14 years of age. Moreover, in every age group, those pupils who had higher levels of intrinsic motivation also tended to have superior academic outcomes.

Self-determination theory

It is unrealistic to expect pupils to be intrinsically motivated regarding all aspects of their learning at school. There will always be external pressures for engaging with various learning tasks, and a key question is working out why pupils respond to them so differently. For example, pupils might switch off altogether and become apathetic, they may do the tasks simply because their parents or staff tell them to, or they may make a personal commitment to the tasks because they recognise them as important for their future.

So where do these differences come from? Self-determination theory (Ryan & Deci, 2000) emphasises how personal engagement with a given task involves fulfilment of three basic psychological needs:

- **competence:** feeling positive about using and developing your skills and abilities;

- **relatedness:** feeling that you are connected with others, and that they are listening and responding to you;

- **autonomy:** feeling that you are making the choices and decisions that affect you, rather than being controlled.

Research using this framework has confirmed that these factors are related to greater task engagement, better performance, and lower dropout from school (Ryan & Deci, 2000).

Mastery and performance goals: response to failure

A critical focus for researchers in this area is understanding how pupils respond to difficult tasks and to task failure.

In the late 1970s and early 1980s, researchers began to investigate the 'helpless' response to failure. This involves attributing your failure to low ability and experiencing negative emotion/mood, which in turn lead to a deterioration in performance. What has become clear is that this response is based on a **performance goal orientation**, where pupils are preoccupied with whether or not they have demonstrated or proven their ability (to others) – so as soon as they fail, they want to give up and get out. In one study (Elliott & Dweck, 1988), pupils with these kinds of goals who were facing a difficult task said things such as:

'This is boring', 'My stomach hurts', 'After this, then I get to go?', 'I'm going to hate this part'

In contrast, pupils with a **mastery goal orientation** focus on increasing their ability and mastering new skills. So initial failure at a task isn't a problem – instead, it's an opportunity to learn. The consequences of these different goal orientations could be very important. For example, one study showed that classrooms with a greater focus on performance goals contain pupils who get involved in more disruptive behaviour (Kaplan, Gheen & Midgley, 2002).

What does this mean for me?

Read each section carefully, highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

With a partner, explain the three points you have chosen and explain why you have chosen them.

For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work them or help their learning.

Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Resource sheet 2.6.1: Information sheet 4

Self and identity

Developmental processes in defining who you are

Overview

This information sheet discusses the development of self and identity during the adolescent years. It will focus on three main topics:

- Erikson's discussion of 'identity v. role confusion' in adolescence

    - how identity development relates to earlier childhood experiences;

- Marcia's model of identity status

    - differences in levels of exploration and commitment;

- Higgins' theory of discrepancies between actual, ideal, and ought selves

    - the example of media-driven body image concerns.

Relevant SEAL (Self-awareness) learning outcomes

1. I know that I am a unique individual, and I can think about myself on many different levels (e.g., characteristics, personality, attainments, attitudes, values, etc.).

5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g., friends, family, school staff) have of me.

6. I can reflect on my actions and identify lessons to be learned from them.

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.

Identity development: Erikson's perspective

Erik Erikson's psychosocial theory of human development presented a series of eight stages from birth to late adulthood, and he devoted particular attention to the development of identity. He argued that this is the major developmental task of adolescence. The term 'identity crisis' was often used, but he meant this not as a great disaster but rather as 'a necessary turning point, a crucial moment, when development must move one way or another' (Erikson, 1968: 16). Erikson saw a positive identity development as involving:

'a feeling of being at home in one's body, a sense of "knowing where one is going," and an inner assuredness of anticipated recognition from those who count.' (Erikson, 1968: 165)
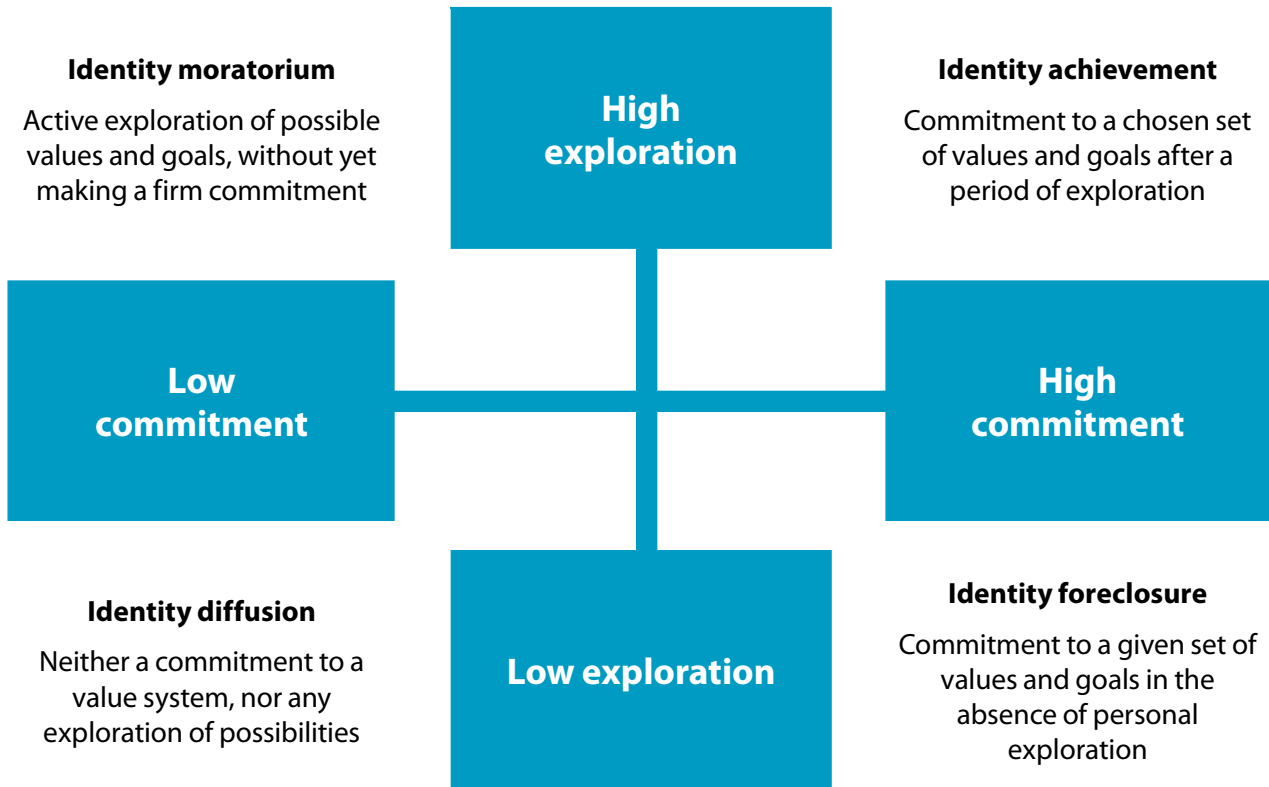
But in some cases, this kind of positive resolution does not occur, and the youth can remain in a state of what was called 'role confusion'. So what makes the difference? Erikson believed that positive identity development depends on successful outcomes from earlier stages of development. Specifically:

- in infancy: **basic trust**, involving a sense of the 'essential trustfulness' of other people;

- in toddlerhood: **autonomy**, involving a sense of free will;

- in early childhood: **initiative**, involving a growth in imagination and a sense of 'ambition and purpose';

- in the school years: **industry**, involving 'a desire to make something work, and to make it work well' (Erikson, 1968: 129).

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Marcia's model of identity status

Building on Erikson's work in this area, James Marcia focused in detail on how identity development occurs in adolescence and early adulthood. In an early paper on the subject, he used clinical interviews to locate young people in one of four identity status categories (Marcia, 1966). As shown in the diagram below, these categories are commonly thought of in terms of two key dimensions: exploration and commitment.

Identity moratorium

Active exploration of possible values and goals, without yet making a firm commitment

Identity achievement

Commitment to a chosen set of values and goals after a period of exploration

High exploration

Low commitment

High commitment

Identity diffusion

Neither a commitment to a value system, nor any exploration of possibilities

Low exploration

Identity foreclosure

Commitment to a given set of values and goals in the absence of personal exploration

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Identity diffusion and Identity foreclosure are considered to be the least developmentally advanced status categories. Teenagers with a Diffusion status may have an 'I don't care' attitude and simply go along with whatever view is most prominent in a given situation. On the other hand, youths in a Foreclosure status rigidly stick to a given value system without exploring alternatives. A more developmentally advanced category is the Identity moratorium status. This may bring with it anxieties and uncertainties about life decisions, but the active exploration of values and goals is an essential step towards eventual Identity achievement.

Self-discrepancy: actual, ideal, and ought selves

Identity development in adolescence is complicated by the fact that adolescents not only have to make sense of who they are (actual self), but also have to think about who they would ideally like to be (ideal self) and who they feel they ought to be (ought self). And it doesn't stop there – teenagers also have to deal with what significant others in their lives (for example, parents, close friends) think about them. Higgins' (1987) theory shows us how discrepancies between these different selves are closely related to our feelings. For example:

- discrepancy between who you think you are and who you would ideally like to be
  - → disappointment and dissatisfaction
- discrepancy between who you think you are and who you feel you ought to be
  - → self-contempt and feeling worthless

- discrepancy between who you think you are and who *others* think you ought to be
    → fear, agitation and feeling threatened

Self-discrepancies can arise in just about every aspect of our lives. One study by Harrison (2001) examined adolescents' self-discrepancies with regard to their body shapes. Working with a sample of several hundred adolescents between 11 and 18 years of age, Harrison showed that exposure to television where characters appear to be rewarded for thinness, or ridiculed for 'being fat', leads to greater self-discrepancies. Not surprisingly, these kinds of self-discrepancies about body shape are associated with negative feelings as well as with eating disorder symptoms.

What does this mean for me?

Read each section carefully, highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

With a partner, explain the three points you have chosen and explain why you have chosen them.

For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Marcia's Model of Identity Status taken from *Development of Validation of Identity Status: Journal of Personality and Social Psychology.* © American Psychological Association 1966. Used with kind permission

Resource sheet 3.1.1: How do our brains work?

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.
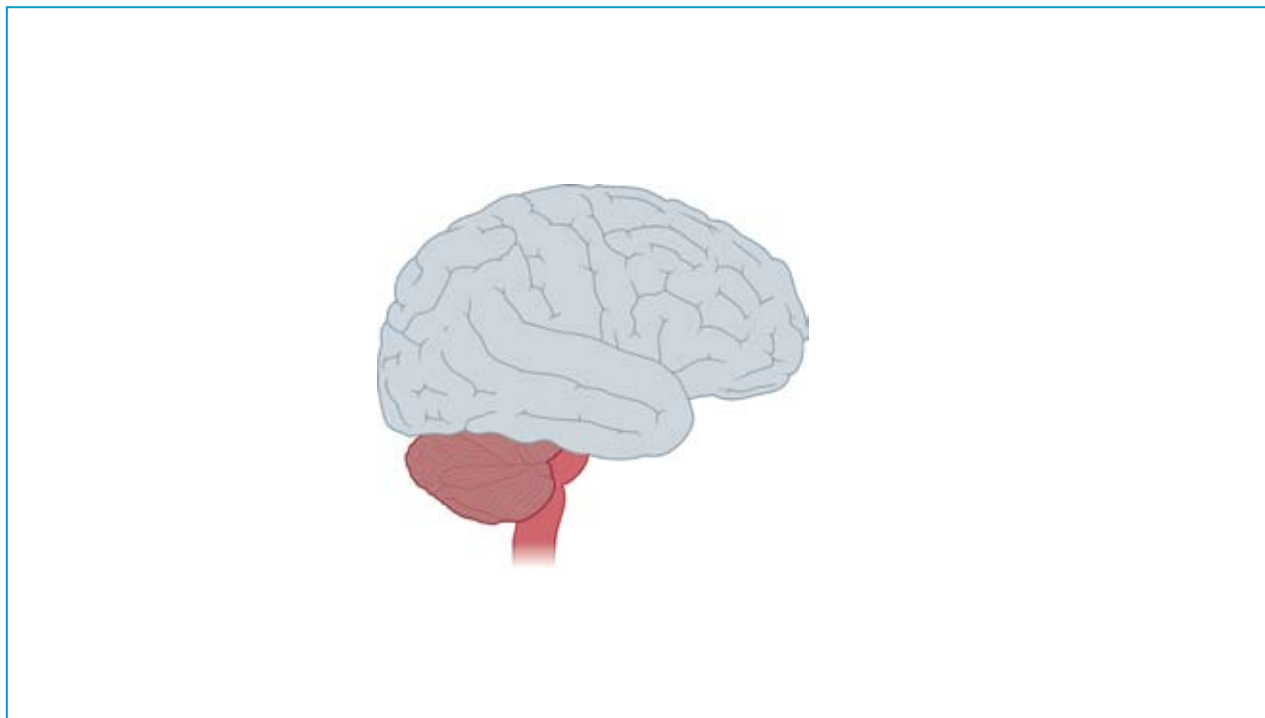
Our brain is in three parts

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.

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 programmes to choose from. These programmes 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 it 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 that 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 a thousandth 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.

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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.

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

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.

Resource sheet 3.3.1: Information sheet 5

Linking thoughts and feelings

Coping with uncomfortable feelings in early adolescence

Overview

This information sheet discusses evidence regarding the links between how you think and how you feel, with special attention to strategies for coping with uncomfortable feelings.
It will focus on three main points:

- understanding that **how you feel is influenced by how you think**

    - developmental change from situational to mentalistic accounts of emotion;

- the consequences of **rumination** about a problem

    - predictions of depression, substance abuse, and bulimic symptoms in girls;

- positive and negative **cognitive coping** responses

    - the value of 'positive reappraisal'.

Relevant SEAL (Understanding my feelings) learning outcomes

  8. I know and accept what I am feeling, and can label my feelings.

  9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.

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.

Relevant SEAL (Managing my feelings) learning outcomes

17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.

18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.

Developing a mentalistic understanding of emotion

Many researchers have studied the development of emotional understanding in the school years. One of the most important developmental changes is the shift from a **situational** understanding of emotion to a **mentalistic** understanding of emotion. Young children tend to think about emotions as directly tied to particular situations. But as children grow older, they increasingly see how emotions are influenced by other mental states (such as desires and beliefs). This developmental process begins in the preschool years, but continues right through to the end of primary school and beyond. Two examples of this development are:

- Understanding conflicting emotional reactions to a situation. Children first start to get to grips with the idea of mixed emotions during Key Stage 1, but it is not until around 11–12 years of age that they understand how you can experience simultaneous positive and negative feelings about the same object or event (Harter & Buddin, 1987). This involves an awareness that your feelings are affected by your memories, beliefs, preferences, and desires.

- Understanding that you can change your feelings by changing the way you think. In one early study of emotional understanding by Harris, Olthof & Meerum Terwogt (1981), children were asked about strategies for regulating emotions (such as how to make yourself feel better when you're upset). Six-year-olds tended to talk only about changing or leaving the situation, or just changing one's facial expressions. But 11-year-olds and 15-year-olds suggested mental strategies, such as changing the way you think about the situation.

The consequences of rumination

The way you think about a negative situation or event can lead to significant emotional consequences. One of the most striking patterns of developmental change in mental health is the significant rise in depressive symptoms among adolescent girls. Although the explanation for this pattern is complex, one factor involved is likely to be rumination – repeatedly thinking about your negative feelings and the situations that provoked them, without actually engaging in any problem-solving. For example, you might spend time brooding over how upset you feel, and thinking about all your failures and mistakes. In one recent longitudinal study (Nolen-Hoeksema, Stice, Wade & Bohon, 2007), around 500 adolescent girls were followed over three years. Results showed that:

- There was a vicious cycle of rumination and depression.
  Greater rumination predicted increases in depressive symptoms (as well as predicting the onset of clinical episodes of major depression). In turn, the increased depression led to even more rumination.

- Greater rumination led to greater 'escape' behaviours.
  The tendency to ruminate also predicted significant increases in problematic behaviour used to escape from rumination, such as binge eating and substance abuse.

Positive and negative cognitive coping responses

Researchers have begun to develop a systematic classification of cognitive coping responses – mental responses to the experience of negative emotions. Recent studies have shown that there are significant individual differences in the use of different strategies, and these have implications for mental health. In one recent study of around 500 adolescents (Garnefski, Legerstee, Kraaij, van den Kommer & Teerds, 2002), nine different coping responses were measured:

- **Acceptance:** resigning yourself to what has happened.

- **Catastrophising:** seeing the situation in the worst possible way.

- **Other-blame:** blaming others for the negative experience.

- **Positive reappraisal**: attaching a positive meaning to the event in terms of personal growth.

- **Putting into perspective:** thinking that the situation is not so serious compared to other things.

- **Refocus on planning:** thinking about what steps to take in order to handle the negative event.

- **Positive refocusing:** thinking about positive situations/issues instead of the negative event.

- **Rumination:** thinking about the negative feelings associated with the situation.

- **Self-blame:** blaming yourself for the negative experience.

 The researchers used statistical analyses to identify the strongest predictors of emotional problems. The most problematic cognitive responses were found to be self-blame, rumination, and catastrophising. In contrast, positive reappraisal was a significant predictor of reduced depressive symptoms, showing that this kind of cognitive coping – thinking about how you can use a negative experience to learn or grow – is likely to be an adaptive way of responding to negative emotions.

What does this mean for me?

Read each section carefully, highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

With a partner, explain the three points you have chosen and explain why you have chosen them.

For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Resource sheet 3.4.1: Coping strategy cards

Acceptance:	Catastrophising:	Other-blame:
resigning yourself to what has happened	seeing the situation in the worst possible way	blaming others for the negative experience
Positive reappraisal:	**Putting into perspective:**	**Refocus on planning:**
attaching a positive meaning to the event in terms of personal growth – for example you might have learned something from the experience	thinking that the situation is not so serious compared to other things	thinking about what steps to take in order to handle the negative event
Positive refocusing:	**Rumination:**	**Self-blame:**
thinking about positive situations/issues instead of the negative event	thinking about the negative feelings associated with the situation	blaming yourself for the negative experience

Resource sheet 3.5.1: Information sheet 6

Adolescent emotional experiences

Biological and social factors

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Overview

This information sheet discusses biological and social factors involved in adolescents' emotional experiences. It will focus on three main topics:

● stability of emotions during adolescence

  – evidence from research on pupils' daily emotional experience;

● hormonal changes in adolescence linked to emotions

  – developmental changes related to the 'stress' response;

● social and biological explanations for risky behaviour in adolescence.

Relevant SEAL (Understanding my feelings) learning outcomes

8. I know and accept what I am feeling, and can label my feelings.

9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset.

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.

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.

Relevant SEAL (Managing my feelings) learning outcomes

15. 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.

16. I know what makes me feel good and know how to help myself have a good time (e.g., to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others.

17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy.

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Stability of emotions in adolescence

Many of us think about adolescence as a time of change, and it's certainly the case that parents and teachers report changes in emotions during the teenage years. But what does research tell us about adolescents' general emotional experiences? One valuable line of research has involved getting young people to record their emotional states at various points in the day over a period of time. For example, Larson & Ham (1993) and Larson, Moneta, Richards & Wilson (2002) gave a large sample of 10- to 14-year-olds an electronic pager to carry with them for a week. Whenever the pager beeped, as it did at various points throughout the day, this was a signal for them to record their emotional states and make some additional ratings. This data-gathering process was repeated four years later, allowing the researchers to find out how emotional experiences changed for their sample. In addition, the pupils recorded their experience of various stressful life events. Key findings from the papers are:

- at the first time point, negative life events were more frequently reported by the older pupils (13- to 14-year-olds) than the younger pupils (10- to 12-year-olds), with regard to family, peers, and school;

- having many stressful life events led to much more negative emotion among the 13- to 14-year-olds than among the 10- to 12-year-olds;

- recorded emotions in general became less positive with increasing age, although this trend levelled off in late adolescence;

- the greatest change in emotions over the four-year investigation occurred for the youngest group (from around 10 to 14 years), with much more stability in emotions for the oldest group (from around 14 to 18 years).

Thus, it seems that the years of early to mid-adolescence are a key period of change in emotional experience, with feelings becoming generally less positive. Moreover, those whose emotions are generally positive at the start of secondary school, compared with their peers, may well not be in a similar position at the start of Key Stage 4. The research highlights the emotional impact of the major social and biological changes during secondary school.

Hormonal changes and the stress response

Adolescents have a reputation for emotionally intense reactions to 'stress'. It's important to recognise that we are talking here not about unusually high levels of psychopathology – only a minority display clinical psychological difficulties – but rather about vulnerability and sensitivity to the stresses of daily life. Research indicates that there is an important biological basis for this response to stress. The HPA axis consists of the hypothalamus (part of the brain), pituitary gland (below the hypothalamus), and adrenal gland (above each kidney), and this system is thought to play a key role in the experience of stress. Researchers have shown that experience of stress provokes a cascading sequence of hormone release, ultimately leading to the release of cortisol by the adrenal gland.

Interestingly, there is good evidence that HPA activity is higher during adolescence than earlier in childhood, and there are indications that this is linked to sexual maturation. One research study by Walker, Walder & Reynolds (2001) took saliva samples from 11- to 18-year-olds, and followed up with a further assessment around two years later. Not only was the cortisol level higher among the older adolescents at each time point, but there was a longitudinal increase in cortisol from the first to the second time point. The results are consistent with the idea that secondary school pupils will show an increasing biological sensitivity to stress as they get older. Moreover, researchers argue that this kind of hormonal change can trigger the appearance of psychiatric symptoms in youths who are at risk of psychological problems.

Risky behaviour in adolescence: biological and social factors

The emergence of problem behaviour (such as substance abuse, shoplifting and so on) in adolescence is a great source of concern for educators and policy-makers. A big question is why teenagers take the often substantial risks associated with the problem behaviour. Maggs, Almedia & Galambos (1995) studied this question by seeking young adolescents' views of various 'problem' activities on several occasions over three years. One key finding was that risky behaviour appeared to offer opportunities for socialising: increasing levels of problem behaviour were associated with greater involvement in activities with peers. It's no big surprise, then, that a major predictor of engaging in problem behaviour was the extent to which it was perceived as 'fun'.

There is good evidence that developmental changes in brain organisation during adolescence play a key role here. A very recent review of the relevant literature focuses on two main aspects of the 'adolescent brain' (Steinberg, 2008):

- changes in the 'socio-emotional system' around puberty that lead to 'increased reward-seeking, especially in the presence of peers'

  - the key focus here is on pathways in the brain that transmit dopamine (a chemical messenger that is released in connection with pleasurable or rewarding activities);

  and

- an immature 'cognitive control system' that means that impulse control and self-regulation are still developing through the adolescent years

  - the key focus is on the prefrontal cortex, which is a part of the brain involved in the inhibition of impulsive behaviour and in planning.

The clear implication is that early to mid-adolescence is a period of vulnerability when it comes to risk-taking behaviour. Understanding this behaviour requires attention to both the social and biological changes occurring in the early years of secondary school.

What does this mean for me?

Read each section carefully, highlighting the key points that you think have implications for you and your work in school. Choose the three that you think are most important.

With a partner, explain the three points you have chosen and explain why you have chosen them.

For each of the key points, think of a class, group or individual to whom it is particularly relevant. With your partner, explore how the reading explains their actions and interactions and how any enhanced understanding might change the way you work with them or help their learning.

Which of the key points would you share with a class to enhance their social and emotional skills? How would you explain it and help them to apply this learning?

If you and your partner wanted to carry out some practical research into one of the points you have discussed, which would you choose and what would you do? Why don't you do it?

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Resource sheet 3.7.1: Feelings, mood, temperament

Temperament Happy	**Temperament** Pessimistic	**Temperament** Angry
Temperament A worrier	**Mood** Anxious – you are doing a Masters and your exam is coming up	**Mood** Sad – coming up to the anniversary of a sad event
Mood Angry, feeling hard done by as everything has gone wrong so far in the morning	**Mood** Woke up and thought it was Saturday so went back to sleep. Woke up later in a hurry and realised it was only Wednesday	**Mood** It is Friday and you are really looking forward to a skiing trip at the weekend
Mood The sun is shining and so you walk to school – it feels like the first day of spring	**Feeling** The dog eats your breakfast	**Feeling** You find that someone has let down the tyres of your car
Feeling One of the pupils in your tutor group refuses to take her coat off	**Feeling** You find out that you have won £45 in the school sweepstake	**Feeling** 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

Resource sheet 3.7.2: 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.

Primary emotion	Secondary emotion	Tertiary emotion
Love	Affection	Adoration, affection, love, fondness, liking, attraction, caring, tenderness, compassion, sentimentality
	Lust	Arousal, desire, lust, passion, infatuation
	Longing	Longing
Joy	Cheerfulness	Amusement, bliss, cheerfulness, gaiety, glee, jolliness, joviality, joy, delight, enjoyment, gladness, happiness, jubilation, elation, satisfaction, ecstasy, euphoria
	Zest	Enthusiasm, zeal, zest, excitement, thrill, exhilaration
	Contentment	Contentment, pleasure
	Pride	Pride, triumph
	Optimism	Eagerness, hope, optimism
	Enthralment	Enthralment, rapture
	Relief	Relief
Surprise	Surprise	Amazement, surprise, astonishment

Primary emotion	Secondary emotion	Tertiary emotion
Anger	Irritation	Aggravation, irritation, agitation, annoyance, grouchiness, grumpiness
	Exasperation	Exasperation, frustration
	Rage	Anger, rage, outrage, fury, wrath, hostility, ferocity, bitterness, hate, loathing, scorn, spite, vengefulness, dislike, resentment
	Disgust	Disgust, revulsion, contempt
	Envy	Envy, jealousy
	Torment	Torment
Sadness	Suffering	Agony, suffering, hurt, anguish
	Sadness	Depression, despair, hopelessness, gloom, glumness, sadness, unhappiness, grief, sorrow, woe, misery, melancholy
	Disappointment	Dismay, disappointment, displeasure
	Shame	Guilt, shame, regret, remorse
	Neglect	Alienation, isolation, neglect, loneliness, rejection, homesickness, defeat, dejection, insecurity, embarrassment, humiliation, insult
	Sympathy	Pity, sympathy
Fear	Horror	Alarm, shock, fear, fright, horror, terror, panic, hysteria, mortification
	Nervousness	Anxiety, nervousness, tenseness, uneasiness, apprehension, worry, distress, dread

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.

Parrott, W. (2001), *Emotions in Social Psychology*. Philadelphia: Psychology Press.

Resource sheet 3.7.3: 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;

● overgeneralising.

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, and so on.

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:

Is there any evidence for this belief?

What is the evidence against this belief?

What is the worst that can happen if you give up this belief?

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.

Introductory booklet Appendix

Theme 1: Learning to be together Year 7			
	Overall learning outcomes	**Year 5–6 learning outcomes**	**Year 7 learning outcomes**
Empathy 1.1. Understanding the thoughts and feelings of others	31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them. 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. 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.	I am able to see a situation from another person's perspective. I know how it can feel to be excluded or treated badly because of being different in some way. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. I can tell you about how people might feel and behave when they go to a new school.	I can work out how friendly people appear to be by their facial expressions. I can work out how friendly people appear to be by their use of body language. I can tell how someone is feeling by their tone of voice. I can interpret someone's feeling in a range of situations. *I can predict what people might be thinking or feeling even when it is not how I might think or feel.*

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 1: Learning to be together Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
1.2. Valuing and supporting others	34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better. 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. 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. 37. I can support others who are experiencing personal problems. 38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.	I can take account of the thoughts and feelings of other people even when different from my own. When I hear or read about individuals or groups of people being bullied or treated unfairly, I want to help them. 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. 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.	I can identify the qualities that are important when supporting someone with a problem. I can use the skills needed to offer support. *I can make the people in my group feel valued and welcome.* *I know how to make other people feel at ease.*

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 1: Learning to be together Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
Social skills 1.3. Building and maintaining relationships	39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings. 40. I can take others' thoughts and feelings into account in how I manage my relationships. 41. I can assess risks and consider the issues involved before making decisions about my personal relationships. 42. I can make, sustain and break friendships without hurting others.	I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions.	I can join a new group. I can choose my friends. I can demonstrate the qualities of being a good friend. I can change my friends without hurting anyone. I understand that I can have many friends.

NB: *Year 7 learning outcomes covered in the introductory theme are printed in italics.*

Theme 1: Learning to be together Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
1.4. Belonging to groups	43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. 44. 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. 45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. 46. I can give and receive feedback and use it to improve my and other people's achievements.	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.	*I know everyone in my class and have worked with some people I had never worked with before.* I recognise my personal strengths and can use them effectively in a group task. I understand that different people have different strengths that can be used effectively in one group. I know the roles that people can take in a group and take on different roles. *I understand why it is important for us to identify rights and responsibilities and can work with others to write a class charter.* *I can make a contribution to creating my class charter.* I can recognise when someone is being excluded. I can understand how someone feels about an embarrassing moment. I can think about how I might stand up for someone who is being excluded. I recognise when what I do might lead to someone being excluded.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 1: Learning to be together Year 7			
	Overall learning outcomes	**Year 5–6 learning outcomes**	**Year 7 learning outcomes**
1.5. Solving problems including interpersonal ones	47. 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). 48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions. 49. I have strategies for repairing damaged relationships. 50. I can be assertive when appropriate.	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.	I understand what conflict is. I am able to reflect on how I deal with conflict. I can stand up for what I think is right. I can use the Peaceful Problem-Solving process. I can evaluate the Peaceful Problem-Solving process and consider when and how I might use it.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 1: Learning to be together Year 8

	Overall learning outcomes	Year 8 learning outcomes
1.1. Understanding the thoughts and feelings of others	31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them. 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. 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.	I can look at a situation from someone else's point of view, and understand that this might be different from my own. I can usually work out what other people are feeling even if their words are saying something different. I understand how my own and others' history and context can affect our point of view on a range of situations. I make a conscious effort to put myself in someone's place so as to understand what they are feeling. I can recognise when I feel empathetic and act upon these feelings. I understand the power of 'put-ups' and 'put-downs' in affecting how people feel.

Theme 1: Learning to be together Year 8

	Overall learning outcomes	Year 8 learning outcomes
1.2. Valuing and supporting others	34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better.	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.
	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.	I can use strategies to help people find solutions for themselves.
		I can offer support to a whole range of people.
	36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so.	I know how to show appreciation of others.
		I can show respect for people from a wide variety of backgrounds.
	37. I can support others who are experiencing personal problems.	I can recognise that people with different skills, attitudes and values enhance my life experiences.
	38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.	

Theme 1: Learning to be together Year 8		
	Overall learning outcomes	**Year 8 learning outcomes**
1.3. Building and maintaining relationships	39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings. 40. I can take others' thoughts and feelings into account in how I manage my relationships. 41. I can assess risks and consider the issues involved before making decisions about my personal relationships. 42. I can make, sustain and break friendships without hurting others.	I can act as a mediator when two friends have fallen out. I can resist peer pressure from a group of friends. I can use peer pressure to reach a goal. I can balance the needs of a few close friends with being part of a larger group. I can break friends without falling out. I can admit that I am wrong or have been unreasonable and apologise to my friends. I can share my friends with others. I can enjoy my own company as well as the company of others. I can identify when one person or group has power over another. I know how to handle relationships of unequal power. I can put things right when there have been problems in a relationship. I can give and receive respect in a relationship. I can use strategies to help people find solutions for themselves. I can manage my relationships and judge when to make disclosures.

Theme 1: Learning to be together Year 8

	Overall learning outcomes	Year 8 learning outcomes
1.4. Belonging to groups	43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. 44. 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. 45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. 46. I can give and receive feedback and use it to improve mine and other people's achievements.	I am able to discuss the importance of rights and responsibilities and recognise why they are important. I can predict the consequences of failing to meet responsibilities. I can understand how groups change and can 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. I can recognise when I find it hard to work in a group and can do something about it. I can build on other people's ideas when I am working in a group. I can communicate my thoughts and feelings in a clear and straightforward way. I know how to handle criticism. I know how to give positive and negative feedback.
1.5. Solving problems including interpersonal ones	47. 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. 48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions. 49. I have strategies for repairing damaged relationships. 50. I can be assertive when appropriate.	I understand what it means for one person or group to have power over another. I know how to handle relationships of unequal power. I know how to try to put things right when there have been problems in a relationship. I can compromise. I can disagree without falling out in a group. I can take other people's thoughts and feelings into account when I make decisions.

Theme 1: Learning to be together Year 9

	Overall learning outcomes	Year 9 learning outcomes
Empathy 1.1. Understanding the thoughts and feelings of others	31. I can work out how people are feeling through their words, body language, gestures and tone, and pay attention to them. 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. 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.	I can take account of the thoughts and feelings of other people even when different from my own. I can put aside strong feelings against another person and have a sense of empathy towards them. 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. 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. I can empathise with people who are very different from me.

Theme 1: Learning to be together Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
1.2. Valuing and supporting others	34. I can listen empathically to others, and have a range of strategies for responding effectively in ways that can help others feel better. 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. 36. I understand the impact of bullying, prejudice and discrimination on all those involved, am moved to want to make things better for them and can use appropriate strategies to do so. 37. I can support others who are experiencing personal problems. 38. I recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.	I can use active listening and mediation skills to support others. I can look beyond my stereotypes of people and can challenge my own prejudices. I show respect for people and groups of people from other backgrounds and ages. I can work with others to address bullying, prejudice and discrimination. I can recognise and celebrate the similarities and differences between myself and others. I can recognise that my life is enhanced by knowing and interacting with people from a variety of different backgrounds and with beliefs and personalities that are different from my own.

Theme 1: Learning to be together Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
Social skills 1.3. Building and maintaining relationships	39. I can communicate effectively with others, listening to what others say as well as expressing my own thoughts and feelings. 40. I can take others' thoughts and feelings into account in how I manage my relationships. 41. I can assess risks and consider the issues involved before making decisions about my personal relationships. 42. I can make, sustain and break friendships without hurting others.	I can have different types of friend and manage the interactions of my friendships. I know how to cope when my close friends are involved with other people and deal with feelings of jealousy. I can balance the needs of the people who are important to me. I can manage a situation where my friends and family are together. I can moderate and deal with intense relationships and know the feelings that are experienced by me and others. I know some of the things that can go wrong in a relationship, and how to avoid them. I can assess risks and consider the issues before making decisions about my relationships.
1.4. Belonging to groups	43. I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome. 44. 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. 45. I can achieve an appropriate level of independence from others, charting and following my own course while maintaining positive relationships with others. 46. I can give and receive feedback and use it to improve mine and other people's achievements.	I am aware of the changes in my rights and responsibilities as I get older. I can try to improve the dynamic of a group to ensure that it is effective. 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 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, including leadership.

Theme 1: Learning to be together Year 9

	Overall learning outcomes	Year 9 learning outcomes
1.5. Solving problems including interpersonal ones	47. 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. 48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions. 49. I have strategies for repairing damaged relationships. 50. I can be assertive when appropriate.	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 for myself and for others. I can evaluate the strategies that I know to resolve conflict in terms of how effective and appropriate they are, both in the long and short term. I can choose different ways to resolve a conflict.

Theme 2: Keep on learning Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
Self-awareness 2.1. Knowing myself	1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.). 2. I can identify my strengths and feel positive about them. 3. I can identify my current limitations and try to overcome them. 4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others. 5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me. 6. I can reflect on my actions and identify lessons to be learned from them. 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.	I know the skills and attributes of an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements. I can tell you some of the good things about me that my classmates like and value.	I know when and how I learn most effectively. I know how to develop and extend my skills. I know how to use my strengths to help myself and others. *I feel confident to cope in my new school.* *I can outline some of my gifts and talents.* *I am aware of areas of learning which I find more difficult.* I can recognise how I attribute what happens to me. *I can stop and reflect and use positive thinking to ensure a positive outcome.* *I know that people in my group value my contribution.* I can explain and celebrate my strengths and achievements. I am aware of the expectations other people have of me. I can balance my expectations with the expectations of others. I can tell you the things that are important to me. I can balance the demands made upon me.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 2: Keep on learning Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
Motivation 2.2. Working towards goals	19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. 20. I can break a long-term plan into small, achievable steps. 21. I can anticipate and plan to work around or overcome potential obstacles. 22. I can monitor and evaluate my own performance. 23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later). 24. I know how to bring about change in myself and others.	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.	I can identify a goal in school. I can recognise when I have been successful and reached my goal. I can accept constructive criticism and modify my plan so that I meet my goal. I can set myself a new challenge to help meet a group goal. I can identify success criteria for a group challenge.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 2: Keep on learning Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
2.3. Persistence, resilience and optimism	25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure. 26. I can identify barriers to achieving a goal and identify how I am going to overcome them. 27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.	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.	I can try again following a disappointment. I can recognise the feelings associated with disappointment and can turn them into positive action. I can identify some of the barriers to my completing a task or achieving a goal. I can identify some ways to overcome barriers to achieving my goal. I can identify when I need help to overcome a barrier with my learning and know when and how to seek help.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 2: Keep on learning Year 7			
	Overall learning outcomes	**Year 5–6 learning outcomes**	**Year 7 learning outcomes**
2.4. Evaluation and review	28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. 29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind. 30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.	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.	I can evaluate where I am in relation to a goal. I can identify ways to meet a goal. I can break down a goal into small parts. I can explain some reasons why learning is important for me now and in the future.

NB: *Year 7 learning outcomes covered in the introductory theme are printed in italics.*

Theme 2: Keep on learning Year 8		
	Overall learning outcomes	**Year 8 learning outcomes**
2.1. Knowing myself	1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).	I can reflect upon my beliefs in the light of new information.
		I have a sophisticated understanding of my strengths and limitations.
	2. I can identify my strengths and feel positive about them.	I know when I have done something I can feel proud of and can recognise even small achievements.
	3. I can identify my current limitations and try to overcome them.	I can accept praise from others when it's given.
	4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.	I can recognise the expectations of others about me and can compare them with my own expectation of myself.
	5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.	I can reflect upon and evaluate my actions so that I do something differently next time.
	6. I can reflect on my actions and identify lessons to be learned from them.	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.
	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.	

Theme 2: Keep on learning Year 8		
	Overall learning outcomes	**Year 8 learning outcomes**
2.2. Working towards goals	19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. 20. I can break a long-term goal into small, achievable steps. 21. I can anticipate and plan to work around or overcome potential obstacles. 22. I can monitor and evaluate my own performance. 23. I can look to long-term not short-term benefits and can delay gratification (e.g., working hard for a test or examination now to get a good job or into further/ higher education later). 24. I know how to bring about change in myself and others.	I can plan to develop areas of learning that I find difficult. I can make a balanced choice about what I really want and is beneficial for me and others. 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 know about what my school and community has to offer and I can utilise this knowledge. I can organise myself for learning. I can manage my time in order to reach my goals. I can tell when I am motivated to do something internally and externally. I know how to reward myself when I reach my goals.
2.3. Persistence, resilience and optimism	25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure. 26. I can identify barriers to achieving a goal and identify how I am going to overcome them. 27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.	I can see errors 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. I know what motivates me and use this to meet a long-term goal.

Theme 2: Keep on learning Year 8

	Overall learning outcomes	Year 8 learning outcomes
2.4. Evaluation and review	28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. 29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind. 30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.	I can identify and build upon the things that I am doing that are successful in helping me meet my goals. I know that there are many factors behind things going well or going badly and some of these are more in my control than others. I can use my knowledge and understanding to approach future tasks in a positive and productive way. I can identify what others do that is effective and apply this to my actions and understanding.

Theme 2: Keep on learning Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
2.1. Knowing myself	1. I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.).	I understand my personality traits.
		I can challenge and question my beliefs and attitudes and decide whether they are valid or not.
	2. I can identify my strengths and feel positive about them.	I can make reasoned adjustments to my expectations of myself in the light of the expectations of others.
	3. I can identify my current limitations and try to overcome them.	I can explain my strengths and limitations without undermining myself or alienating others.
	4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others.	I can recognise when people's expectations of me are inaccurate and challenge them.
	5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.	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.
	6. I can reflect on my actions and identify lessons to be learned from them.	
	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.	

Theme 2: Keep on learning Year 9

	Overall learning outcomes	Year 9 learning outcomes
2.2. Working towards goals	19. I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them. 20. I can break a long-term goal into small, achievable steps. 21. I can anticipate and plan to work around or overcome potential obstacles. 22. I can monitor and evaluate my own performance. 23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/ higher education later). 24. I know how to bring about change in myself and others.	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 delay short-term gratification and I understand how this delay may be beneficial for me in the longer term. I can plan in advance how I will overcome obstacles and manage risks when I work towards my goals. I can make a balanced choice about what I really want and is beneficial to myself and others.
2.3. Persistence, resilience and optimism	25. I can view errors as part of the normal learning process, and bounce back from disappointment or failure. 26. I can identify barriers to achieving a goal and identify how I am going to overcome them. 27. I can choose when and where to direct my attention, resisting distractions and can concentrate for increasing periods of time.	I can focus my attention and concentrate when I need to. I can resist distractions. I can tolerate boredom and overcome frustration when I need to. I understand the different ways that people attribute what happens to them, and how I can use attributions to help me meet my goals.

Theme 2: Keep on learning Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
2.4. Evaluation and review	28. I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. 29. I have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind. 30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.	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. I can identify those areas within a complex series of events that I have some control over. I can take responsibility for those areas.

Theme 3: Learning about me Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
Managing feelings 3.1. Managing my expression of emotions	13. I can express my emotions clearly and openly to others and in ways appropriate to situations. 14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me. 15. 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.	I know: • what my triggers are for anger; • what happens when I get angry; • what happens when I am overwhelmed by feelings of anger; • some ways to calm myself down. 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. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.	*I have strategies to deal with any uncomfortable feelings.* I can read basic facial expressions, tone and body language and know what someone is feeling from their body language. I can use my facial expressions, tone and body language to communicate my feelings to others. I know some ways to calm myself immediately when I have experienced an emotional upset, and understand the '6 second rule'. I know some ways to relax and calm myself in the medium and longer term. I can take part in a simple breathing, relaxation and visualization exercise and know how I feel before and after.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 3: Learning about me Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
3.2. Changing uncomfortable feelings and increasing pleasant feelings	16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others. 17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. 18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.	I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can avoid situations that are likely to hurt my feelings. I can recognise when I am feeling worried. Suggest move to understanding my feelings. I know how to do something about my worry. I know when and how to stop and think before I act. I can disagree with someone without falling out. I can cope when someone disagrees with me. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right.	I can take simple physical actions to help shift difficult feelings. I know what I enjoy in life, and what makes me feel happy. I am starting to understand that happiness is not all about what is out there, it is to do with how I am. I know that laughter is good for us as well as fun. I understand that different people laugh at different things. I know what makes me laugh, and have strategies to increase laughter in my life. I realise that people feel differently about the same thing, due to their thoughts about it.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 3: Learning about me Year 7

	Overall learning outcomes	Year 5–6 learning outcomes	Year 7 learning outcomes
Self-awareness 3.3. Understanding my feelings	8. I know and accept what I am feeling, and can label my feelings. 9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset. 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. 11. I can recognise conflicting emotions and manage them in ways that are appropriate. 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.	I can think about what embarrasses me and learn something about me that I didn't know before. I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. 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. I understand how it feels to do or start something new, and why.	*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. I can identify how I am feeling.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 3: Learning about me Year 7			
	Overall learning outcomes	**Year 5–6 learning outcomes**	**Year 7 learning outcomes**
		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 understand that my feelings shift and change throughout a day, and can label some of those feelings. I am in touch with how I feel most of the time. I can identify the body sensations that go with the basic emotions. 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. I understand some basic principles about how my mind works, and why my emotions sometimes take over and get out of control. I know what is meant by an 'emotional hijack' and 'emotional downshifting'.

NB: Year 7 learning outcomes covered in the introductory theme are printed in italics.

Theme 3: Learning about me Year 8

	Overall learning outcomes	Year 8 learning outcomes
3.1. Managing my expression of emotions	13. I can express my emotions clearly and openly to others and in ways appropriate to situations. 14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me. 15. 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.	I can identify what my triggers are for feeling scared or anxious. I can use different ways to tell people how I feel. I can manage my anxiety. I know what my triggers are for feeling frustrated and bored. I can tell people how I feel. I can manage my frustration and boredom. I know what my triggers are for feeling excitement. I can use different ways to manage my excitement. I can identify what my triggers are for feeling scared. I can identify when I feel embarrassment. I can manage strong feelings.
3.2. Changing uncomfortable feelings and increasing pleasant feelings	16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others. 17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. 18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.	I can prepare for the feelings associated with change. I know what makes me feel good and use this to make me feel well and happy. I can use relaxation techniques. I know how to make myself feel focused and energised when I am learning. I can recognise what mood I am in and what might help me change it if I need to.

Theme 3: Learning about me Year 8		
	Overall learning outcomes	**Year 8 learning outcomes**
3.3. Understanding my feelings	8. I know and accept what I am feeling, and can label my feelings. 9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset. 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. 11. I can recognise conflicting emotions and manage them in ways that are appropriate. 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.	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.

Theme 3: Learning about me Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
3.1. Managing my expression of emotions	13. I can express my emotions clearly and openly to others and in ways appropriate to situations. 14. I understand that how I express my feelings can have a significant impact both on other people and on what happens to me. 15. 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.	I know what my triggers are for feeling hurt. I can tell people if I feel hurt and manage that hurt. I know what my triggers are for feeling rage. I know some ways to manage these feelings of rage. I can anticipate when I will feel jealous. I can express feelings of jealousy. I know some ways to manage my feelings of jealousy. I can identify when a sad mood is persistent and unhelpful. When this is the case I can tell people how I feel and know some ways to manage these feelings. I can evaluate the risks associated with impulsive behaviour and can make a wise choice about the risks I take.
3.2. Changing uncomfortable feelings and increasing pleasant feelings	16. I know what makes me feel good and know how to help myself have a good time (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) – in ways that are not damaging to myself and others. 17. I understand how health can be affected by emotions and know a range of ways to keep myself well and happy. 18. I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy.	I know why relaxation strategies can be helpful to me. I have a range of strategies for managing my moods. I have a basic understanding of the link between health and emotions. I am skilled at changing negative thoughts into positive ones. I understand how I can prevent and manage stress in my life. I can regulate my 'body state' through a variety of techniques, e.g. relaxation. I can recognise the signals my body gives about my emotional state.

Theme 3: Learning about me Year 9		
	Overall learning outcomes	**Year 9 learning outcomes**
3.3. Understanding my feelings	8. I know and accept what I am feeling, and can label my feelings. 9. I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset. 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. 11. I can recognise conflicting emotions and manage them in ways that are appropriate. 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.	I understand the difference between feelings, moods and temperaments. I know about the reactions that I or others may have when they experience loss. I have a sophisticated vocabulary to describe feelings of different intensity. I understand some basic principles about the causes and effects of stress, anger and upset in myself and others. I have a sophisticated understanding of how thoughts, feelings and behaviour influence each other, and why emotions sometimes take over and get out of control. I can use this understanding to help me learn and get on well with others. I can identify situations that lead to conflicting emotions.

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