



# Social and Emotional Aspects of Learning (SEAL)

## Transition Year 8 to Year 9

### Learning Opportunities



# Introduction

This resource has been written to support the transition process between middle and upper schools, from year 8 to year 9. Two Secondary SEAL Lead Schools, a middle school and an upper school, worked together to develop and trial the materials. The Primary SEAL Year 6 Changes Theme and the Secondary SEAL Year 7 Introductory Theme were used as the starting point. Existing SEAL resources have been adapted and new materials have been introduced in order to meet the needs of an older age group moving from one phase of schooling to another.

Within the Learning Opportunities *Italics* are used to denote activities that may be continued in the upper school or that are designed to be delivered by upper school students and staff. It is important that middle and upper school staff familiarise themselves with all of the Learning Opportunities and that middle and upper schools work together to provide a transition programme that meets the needs of their pupils.

Staff development opportunities are provided from page 36 to page 44 .We recommend that these are undertaken before the delivery of the transition programme. On page 45 there is a useful case study which shows how one school has used a whole school approach to introducing and developing SEAL as part of the transition process.

# Summary of Learning outcomes and Resource sheets Transition Theme

Learning Opportunity	Learning Outcome	Resource Sheets
Warm-up	To help pupils get to know each other To mix up the group and organise random pairs and groups.	
1 Year 8	<b>Overall learning outcome</b> 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 different ways. <b>Year 8 learning outcome</b> I can prepare for the feelings associated with change I can express my emotions clearly and openly to others and in ways appropriate to situations	T1A T1B
2 Year 8	<b>Overall learning outcomes</b> 8 I know and accept what I am feeling, and can label my feelings <b>Year 8 learning outcomes</b> I understand the power of emotional memories to trigger thoughts and feelings	T2 T3 T4
3 Year 8	<b>Overall learning outcomes</b> 8 I know and accept what I am feeling and can label my feelings 18 I have a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety, stress and jealousy. <b>Year 8 learning outcomes</b> I can prepare for the feelings associated with change I know what mood I am in and what might help me change it if I need to	T5
4 Year 8	<b>Overall learning outcome</b> 2 I can identify my strengths and feel positive about them <b>Year 8 learning outcomes</b> I have an understanding of my gifts and talents I am aware of areas of learning which I find more difficult I understand why it is important for us to identify rights and responsibilities	T6

Learning Opportunity	Learning Outcome	Resource Sheets
5  Year 8  Transition Day	<b>Overall learning outcomes</b> 4 I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others I can work well in groups <b>Year 8 learning outcomes</b> I know everyone in my class and have worked with some people I had never worked with before I know that people in my group value my contribution	T7
6  Year 8  Transition Day	<b>Overall learning outcomes</b> 4 I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others 43 I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome <b>Year 8 learning outcomes</b> I know everyone in my class and have worked with some people I had never worked with before I know that people in my group value my contribution	T8
7  Year 8  Transition Day	<b>Overall learning outcomes</b> 4 I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others 43 I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome <b>Year 8 learning outcomes</b> I know everyone in my class and have worked with some people I had never worked with before I know that people in my group value my contribution	T9  T10
8  Year 9	<b>Overall learning outcomes</b> 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 <b>Year 8 learning outcomes</b> able to discuss the importance of rights and responsibilities and recognise why they are important I understand the consequences of failing to meet my responsibilities I can make an active contribution to making my class a learning community <b>Year 9 learning outcomes</b> I am aware of the changes in my rights and responsibilities as I get older	T11

Learning Opportunity	Learning Outcome	Resource Sheets
9 Year 9	<p><b>Overall learning outcomes</b>  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</p> <p><b>Year 8 learning outcomes</b>  I am able to discuss the importance of rights and responsibilities and recognise why they are important  I understand the consequences of failing to meet my responsibilities  I can make an active contribution to making my class a learning community</p> <p><b>Year 9 learning outcomes</b>  I am aware of the changes in my rights and responsibilities as I get older</p>	
10 Year 9	<p><b>Overall learning outcomes</b>  2 I can identify my strengths and feel positive about them  3 I can identify my current limitations and try to overcome them  9 I understand why feelings sometimes 'take over' or get out of control and know what makes me angry or upset</p> <p><b>Year 9 learning outcomes</b>  I understand some basic principles about the causes and effects of stress</p>	T12
11 Year 9	<p><b>Overall learning outcomes</b>  I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.  I can break a long-term plan into small, achievable steps.  I can identify barriers to achieving a goal and identify how I am going to overcome them</p> <p><b>Year 9 learning outcomes</b>  I can elicit the support of my school and class to meet my long-term goal  I can support others in meeting their goal</p>	
12 Review	<p><b>Overall learning outcomes</b>  All those covered in the theme</p> <p><b>Year 8 learning outcomes</b>  All those covered in the theme</p> <p><b>Year 9 learning outcomes</b>  All those covered in the theme</p>	

# Transition Year 8 to Year 9 SEAL

## Learning opportunities

### Transition Theme:

#### Theme overview

The transition theme is designed for use as part of a school's programme to support pupils through the process of transfer from middle to upper school. This might be within a focused 'transfer week' or might be part of a tutorial or PSHE programme. The transition theme is set out as four learning opportunities in year 8, three learning opportunities for transition days and four learning opportunities for year 9. It is designed so that the opportunities can be combined in a flexible way. Most learning opportunities include a starter, energizer or warm-up activity, one or more core learning opportunities and a plenary.

It is assumed that this theme will be part of a broader programme preparing Year 8 for the transition to upper school. The learning opportunities do not therefore focus on the practical aspects of the transition process, but on identifying, understanding and managing the feelings-thoughts-behaviour cycle that is often experienced in the face of this change.

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.

Intended outcomes for each learning opportunity are provided and these are listed in the summary table.

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.

**These are not lesson plans but provide ideas for learning opportunities that are to be interpreted and used flexibly.**







# Questions for reflection and enquiry for Year 8 and year 9

These questions are to encourage pupils to consider the concepts explored in the theme in depth, taking into account some of the complexities and ambiguities of real life. There are many ways to use them. They might provide the basis for discussion or for a community of enquiry. You might like to display them on a whiteboard or notice board and encourage pupils to record their thoughts and post them on the board. They might then be read out and discussed at the end of the week.

- Can a change ever be both good and bad?
- Does change get easier next time?
- Can you ever go back?
- Are worries good?
- How can we tell a challenge from a stress?

## Starters and warm-ups

These ideas can be used at any time within the theme.

*To help pupils get to know each other*

*To mix up the group and organise random pairs and groups*

*Swap places if ...*

The pupils should swap places when you read out the following:

*Swap places if ....*

- You have changed your hairstyle this year
- You had something different for breakfast this morning
- You walked a different route to school
- You like chocolate
- You came to school by bus

Choose volunteers to think of criteria for swapping places. When you feel the group is well mixed, you can put pupils into pairs with the person they are sitting next to. This starter can be used in many ways and might focus more specifically on the topic. For example, the statements might be associated with change.

*Swap places if ...*

- you like to try new things;
- you have been to more than three schools;
- you are missing your old school;
- you have made new friends.

## Groupings

### *Lining up*

Ask the class to line up along the side of the classroom in order of birthday, age, shoe size, how far away they live from school or any other criterion you can think of. Groupings can then be made by counting along the line or by taking first and last pupils, next to first and next to last, and so on.

### *To divide the class into four groups*

Use as many playing cards as you need to give you equal numbers of the four suits. Give each member of the class a playing card. Ask the pupils not to look at the card but to hold it against their forehead so that the rest of the class can see the card. The object is for the class to get into four groups based on the four suits without talking to each other.

For this to be achieved the class has to find ways of cooperating with each other.

When the class have formed the groups ask them how they achieved it and what hindered or supported them in their task.

# Learning opportunity 1:

## Year 8 - Let's get going!

### Overall learning outcome

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 different ways.

### Year 8 learning outcome

I can prepare for the feelings associated with change.

I can express my emotions clearly and openly to others and in ways appropriate to situations.

### Resources

Two large sheets of paper one labeled 'Hopes' and one labeled 'Fears' displayed at opposite ends of the classroom

Copies of Resource T1A or T1B Transition Wheel

### Starter

Provide one minute of thinking time.

Ask the pupils to think about the hopes and fears they have about their new school.

Pupils write each hope and fear they have on to sticky note and then place them on to the appropriate sheets of paper. Ask the pupils to be specific, for example, rather than write homework what is it about homework that concerns them?

With the help of the class a pupil volunteer should put the hopes and fears into categories, e.g., friendships, homework, getting lost, new subjects, bullying etc

### Core learning opportunity

Give each pupil a copy of the Transition Wheel T1A and ask the pupils to decide which categories of hopes and fears they have identified go under each section. Pupils can put a category of their own in the blank space or use the blank Transition Wheel to create agreed categories.

Ask pupils to plot how concerned/confident they are about each category. 0 being very concerned 10 being very confident. Explain to the pupils that they will be able to review where they are on each section of the wheel after the visit by year 9 students and/or after their transition day visit to their new school. The wheel can also be reviewed in year 9.

### Plenary

Ask the class to think about one of the sections which they have scored low and ask them to think what would need to happen to make them score it higher. What might they be able to do to help move from a low to a high score?

## Applying learning

Leave the two sheets of paper labeled hopes and fears up in the classroom so that pupils can add to the lists. Pupils can remove fears as issues are resolved.

*Pupils place their hopes and fears into an 'Ask it basket', to be answered by year 9 students when they visit as part of the school's transition programme.*

*Before visiting their new school ask the pupils to write a letter to themselves expressing how they were feeling about changing schools. The letters are to be handed back to the pupils, in their sealed envelopes, during their first term at their new school. The pupils can then be asked to think about what they have learnt and whether they feel they have changed. Alternatively hand the letters back, in their sealed envelopes, after the pupils have visited their new school. Ask the class to think about what they have learnt and whether they still feel the same.*

## Learning opportunity 2:

### Year 8 - Looking back and looking forward

#### Overall learning outcome

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

#### Year 8 learning outcomes

I understand the power of emotional memories to trigger thoughts and feelings.

#### Resources

Resource sheet T2 'First day'

Resource sheet T3 'Life events'

Resource sheet T4 'Living graph'

#### Starter

Display Resource sheet T2 First day

Ask pupils to work in pairs to consider how the characters in the picture might be feeling. Collate their ideas on the flipchart or whiteboard.

#### Sequencing and living graph

Give pupils a couple of minutes' thinking time to consider what are the significant events in their life so far? You might like to model this with some of the significant events in your own life to help them get started.

Ideally pupils will be seated in a circle and should take it in turns to contribute an event they have thought of. They do not need to elaborate on why they have chosen the event. Record events on the flipchart or whiteboard.

Remember that pupils have the 'right to pass' if they do not want to contribute an idea in front of the class.

Hand out Resource sheet T3 'Life events', having copied it onto card. Pupils should:

- cut the sheet into individual cards;
- keep or discard any cards as they wish;
- write their own significant events onto the blank cards;
- place the cards in chronological order;
- add, the ideas on their selected cards to Resource sheet T4 'Living graph';
- identify how they were feeling at the time of the event and record on Resource sheet T4 how they were feeling.

As a group consider what significant events pupils think might be going to happen to them in the future and how this might make them feel. They might like to add ideas to their living graph.

## Plenary

Provide an opportunity for pupils to share their living graphs and to talk about their hopes for the future.

## Applying learning

Provide a blank living graph and suggest that the pupils keep a living graph of the way they feel over the week.

*Provide a blank living graph and suggest that the pupils keep a living graph of their first week at upper school. This could be done by the upper school staff and discussed as part of the transition theme. This could lead into a discussion about strategies for dealing with any problems and sharing and celebrating successes.*



# Learning opportunity 3:

## Year 8 – Thoughts feelings and behaviour

### Overall learning outcomes

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

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

### Year 8 learning outcomes

I can describe how starting in a new school feels and why.

I have strategies to deal with any uncomfortable feelings.

### Resources

Living graph produced in Learning opportunity 2

Resource sheet T5 Feelings of change

### Starter

Ask the pupils to sit comfortably, shut their eyes or look down and sit quietly. They should try to imagine the place where they feel most relaxed.

### Calming-down strategies

Pupils will need to use the 'living graph' they produced in part 1. They should look at this and identify times in their lives when they had pleasant or uncomfortable feelings to cope with or times when they needed to calm down. They should work in pairs, or individually if they prefer, to consider the strategies they used to manage those uncomfortable feelings.

### Ideas for calming down

Tell yourself to STOP! Give your thinking brain time. Tell yourself you can handle this! Say to yourself 'be calm...be calm...be calm'. Walk away. Count backwards from 10, 20, 100. Tell someone else how you feel. Breathe deeply – in and out five times. Tense and relax your muscles. Take some exercise. Go into a deserted place and shout. Feel your pulse. Picture yourself dealing with the situation calmly and strongly.

You might like to remind pupils of, or introduce them to, the concept of 'calming-down strategies'. It is likely that there will be one or more pupils who have already had an opportunity to explore this idea and might have their own clear strategies. These are likely to fall into one of the broad areas of:

- relaxation, for example, counting to ten, breathing deeply, imagining they are in their own special calming-down space;
- exercise, for example going for a run, going for a long walk;
- distraction, for example, concentrating on a favoured activity, such as drawing a picture, doing a Sudoku, or simply doing something different.

Pupils might draw their strategies and add this to a class display.

## Plenary

Ask each pupil to consider their own favoured way to calm down when they are angry.

## Applying learning

Pupils agree to spot when they are feeling anxious, scared or angry and try out their own calming-down strategy. Provide some time to review how they got on during the week or at the beginning of the next session.

*Give each pupil a piece of card the size of a credit card. On this they can list their own personal 'calming-down' strategies. Pupils with known difficulties could use these with the support of a learning mentor, across the curriculum.*

## Learning opportunity 4:

### Year 8 - How I will present myself. First impressions count!

#### Overall learning outcomes

I can identify my strengths and feel positive about them.

I can identify my limitations and try to overcome them.

I understand my rights and responsibilities as an individual who belongs to many different social groups.

#### Year 8 learning outcomes

I have an understanding of my gifts and talents.

I am aware of areas of learning which I find more difficult.

I understand why it is important for us to identify rights and responsibilities.

#### Resources

*Design an ideal student Resource T6*

#### Starter

*Circle time round*

My new school wants students who.....

My new school would be pleased to have me because.....

#### Core learning opportunity

Design the ideal student

Give each pupil a copy of Resource T6

Explain to the pupils that they have 2 minutes to read the list and then they can ask any questions about the information or the task. On their own they should tick all that apply and with a partner choose up to seven characteristics, then in their table groups agree the seven most important characteristics.

Alternatively cut up the characteristics so that they can be physically grouped rather than ticked.

Each group should feedback their seven characteristics to you so that they can be collated on a large sheet of paper. Discuss:

What are the top three attributes?

Why have they been chosen?

Are they the most important and if so why?

## Plenary

Ask the class if they could only take three attributes to their new school, so that they could make a positive contribution, what would they take with them and why? Would their choice be different to the three chosen attributes?

## Applying learning

As an introduction to SEAL talk through the 5 aspects and what they mean, then ask the class to look at the characteristics again and to put them under the 5 aspects. Which characteristics most demonstrate self-awareness, managing feelings, social skills, empathy and motivation? This can be done in pairs or small groups.

*Prepare for the visit of Year 9 students and upper school staff.*

*Pupils prepare questions for the visit and discuss how they will present themselves, thinking about body language, tone of voice, eye contact, listening skills and the 5 aspects of SEAL*

# Transition Day Activity - Learning opportunity 5: Getting to know you

## Overall learning outcomes

I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others.

I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

## Year 8 learning outcomes

I know everyone in my class and have worked with some people I had never worked with before.

I know that people in my group value my contribution.

## Resources

Copies of *Resource sheet T7* for each member of the class

## Starter

Find someone who *Resource sheet T7*

Ask the class to try to complete the resource sheet by asking the questions of as many of the group as they can and getting the members of the group to sign the boxes which apply to them. The winner is the first to complete the sheet with a different signature in each box.

## Finding out about each other

Pupils will need to be sitting in a circle

Begin with a mixing up game

These are used for mixing pupils up and to allow pupils to make statements about themselves without speaking

Change places if you have a brother or sister at the school

Change places if you enjoy reading .....science fiction, comics

Change places if you enjoy watching .....football, Neighbours

Your birthday is this term / is in March etc

In pairs ask the pupils to find out two things they have in common with their partner. Each pupil in turn introduces their partner to the class and tells the class one of the things they have in common.

This could be two things they both enjoy, in which case they should say what they are and why.

This will give pupils confidence as they will be speaking on behalf of their partner and not themselves.

It is important to give the pairs enough time to talk to each other about what they have in common so that they can get to know each other.

Ask each pair to make a four with another pair and to introduce themselves to each other and then to find out what hobbies or talents each other has.

## Plenary

Make notes of the interests of individual class members and then as part of the plenary ask questions, for example: can you remember who enjoyed scuba diving, eating chocolate, etc.

## Questions

- What was the most interesting thing you were told? Why?
- What thing was most surprising? Why?

Pupils might give feedback to the group in a variety of ways, for example, in groups of four introducing each other or by each pupil telling the whole group one thing that surprised them.

## Applying learning

*The ideas presented might be recorded for use in the first week of the new term, written up as part of a form magazine, as a class display or as part of a class website. Digital photography and illustrations might be used.*



# Transition Day activity - Learning opportunity 6: Transition Game

## Overall learning outcomes

I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others.

I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

## Year 8 learning outcomes

I know everyone in my class and have worked with some people I had never worked with before.

I know that people in my group value my contribution.

## Resources

Copies of transition game T8, counters and dice

*The transition game should be customised by year 8 and year 9 students before the transition day so that it reflects the practice of the feeder and the receiving school.*

Reward for the winning team

## Starter

Getting into groups activity – use ‘find someone who’, or an other activity that will get pupils into groups of 4.

## Group challenge

### Finding out about each other and the school

Pupils should work in teams of 4 with pupils they haven’t worked with before. Have as many transition games as you need.

## Plenary

What did you find out about each other while you were playing the game?

- What was the most interesting thing you have found out about your new school?
- What was most surprising? Why?

## Applying learning

Set a challenge to each team to remember something from the game, eg, school rules.



# Transition Day activity- Learning opportunity 7:

## Team building and team work

### Overall learning outcomes

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

I can recognise when I should feel pleased with and proud of myself and am able to accept praise from others.

I can work and learn well in groups, taking on different roles, cooperating with others to achieve a joint outcome.

### Year 8 learning outcomes

I know everyone in my class and have worked with some people I had never worked with before.

I know that people in my group value my contribution.

### Resources

Newspaper

Sticky tape

Materials for decoration

Working together self- review checklist resource T9

Attributes of a good group T10

### Starter

Activity that will get the pupils into groups of 4/5

### Core activity

Tower building exercise or any other team building challenge

Each group is given a number of sheets of newspaper and a roll of sticky tape.

The task is to build a tower as tall as possible that will be strong enough to hold a 50 pence piece.

The groups have 20 minutes to complete the exercise

Ask the groups to jot down the skills and attributes they think they are going to need to complete the task? How are they going to work together to make an effective team?

Add the pupils' contributions to the self review checklist T9. Explain this will be used to evaluate the way the task was completed.

## Plenary

Refer to the skills and attributes identified at the beginning of the task.

- What did you find out about each other when doing the task?
- How well did you work in your group?
- How do you feel about your group?
- What did you learn about the people in your group?

Use the self review checklist to support the discussion

What are the attributes of a good group?

Ask the groups to rate themselves from 1–10 as to how well they worked together against each attribute. Encourage them to think carefully and to question themselves by considering the following questions.

- Why have you given yourself that rating?
- How well would you like to do next time?
- What will you do differently next time?

## Applying learning

*Use the attributes of a good group to score how well the group functions in other subjects and activities.*

# Learning opportunity 8:

## Year 9 - meeting our needs

### Overall learning outcomes

I can recognise and take account of my feelings of empathy and act on them by considering the needs and feelings of others.

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.

### Year 9 learning outcomes

I can make the people in my group feel valued and welcome.

I can identify some ways to ensure that pupils have their needs met and are ready to learn.

### Resources

*Resource sheet T11 'Maslow's hierarchy of needs'*

### Starter

Ask the class to identify a time when they felt unsafe. What were the circumstances? How did it feel?

Ask the class to identify a time when they felt they didn't belong. What were the circumstances? How did it feel?

Ask the class to identify a time when they felt good about themselves. What were the circumstances? How did it feel?

Ask the class to identify a time when they felt disappointed because they had let themselves down. What were the circumstances? How did it feel?

Ask for pupils to share their examples. Remember all pupils have the right to pass.

### Hierarchy of needs

Give out (or display) Resource sheet 1.8 'Maslow's hierarchy of needs', which introduces a view developed by the psychologist, Abraham Maslow, about human needs. Tell the pupils that Maslow suggested that all human beings have a range of needs that have to be met if we are to be happy, healthy and successful.

Talk through the five levels of needs. Suggest that we only feel comfortable to learn or to be the best we can be when the first four of the five levels are met:

- having our physical needs met, for example, food, water, shelter;
- feeling safe – physically and emotionally;
- feeling that we belong – that people value us and that we are important in the group;
- valuing ourselves – feeling good about being ourselves.

Ask the pupils to reflect on how they feel at the moment.

How are their needs being met by the school? They should write down examples of how their needs are not being met on the left hand side of the triangle and examples of how they are met on the right hand side.

## Plenary

Ask pupils to imagine that they have been brought in as a panel of experts and it is their job to consider what five things will be important to have in their upper school to ensure future needs are being met.

## Applying learning

Ask pupils to identify three actions that they can do to help meet their or other people's needs.

For example:

- I will try to make sure that everyone feels as if they belong by...
- I will try to make sure everyone recognises the good things they are doing by...



# Learning opportunity 9:

## Year 9 - Creating a Class Agreement

### Overall learning outcome

I understand my rights and responsibilities as an individual who belongs to many different social groups, such as my friendship group, school class, school, family and community.

### Year 9 learning outcomes

I am able to discuss the importance of rights and responsibilities and recognise why they are important.

I understand the consequences of failing to meet my responsibilities.

I can make an active contribution to making my class a learning community.

### Starter

Use a round starting with the following:

- I can learn in class when ...
- I find it hard to learn when ...

Or ask the students to talk to a partner to identify as many endings to the sentences as possible in a minute.

### Creating a class Agreement

Explain to the class that by being at upper school they are beginning a new phase in their learning – one that will be of crucial importance for the rest of their lives. For the next three years they will be on a learning journey together. To be successful they will need to help and support each other. It is the responsibility of the whole-class community to create an environment where everyone will be as successful and satisfied as possible in their learning journey.

This will be an agreement by all members of the group of key ideas that they will all follow to make their form group a good place to be and to learn. The following steps might be part of the process.

Pupils identify the rights of all members of the community, for example, to feel safe both physically and emotionally, to learn and to have their achievements recognised, to be healthy, to make a full contribution to the community.

In groups, pupils generate ideas for the elements of the class agreement and select between four and six of these for inclusion. The teacher and other adults might write their own ideas for elements that might be included. The charter should apply to all members of the form group, both adults and pupils.

Ideas might include:

- we will listen to each other;
- we will try to encourage each other and not use put-downs;
- we will be considerate and not hurt each other.

This is an example.

In what way the four Cs contribute to making the school a learning environment.

Commitment

Courtesy

Care

Consideration

The school mission statement and core values should be shared with the pupils.

## Plenary

In groups, pupils take turns to present their ideas and answer any questions from other pupils and staff. The following questions might be helpful.

- Which ideas do you think are essential?
- Why is this the case?
- Would it always be so?
- Which ideas do you think are not so important?
- What might happen if this were not included?

You might want to emphasise that going through upper school takes at least three years. It is a journey taken together and it is in everyone's interests that they all achieve success.

## Applying learning

All pupils should sign the agreement which should be copied and circulated to all who teach the class. In the next lesson discuss how easy or difficult it has been to abide by the class agreement. Does the agreement need reviewing? Review regularly so that it can inform the behaviour policy and its development.

# Learning opportunity 10:

## Year 9 – Challenge or stress?

### Overall learning outcomes

- I can identify my strengths and feel positive about them.
- I can identify my current limitations and try to overcome them.

### Year 9 learning outcomes

- I can outline some of my gifts and talents.
- I am aware of areas of learning which I find more difficult.
- I can make the people in my group feel valued and welcome.
- I know how to make other people feel at ease.
- I know when and how I learn best.

### Resources

- Resource sheet T12 Zones'
- Photocards: anxious/stressed - Secondary Curriculum Resource

### Starter

#### This is me

Put out three hoops in the classroom. Label them as follows:

- My comfort zone
- My challenge zone
- My stress zone

Discuss what each label means and how pupils might feel in each zone. Give examples from your own experiences – for example, going to a party with friends, taking part in a football match, having to give a presentation to people you don't know.

### Core learning opportunity

#### Classifying

Give out Resource sheet T12 'Zones' and ask pupils to cut out the different situations listed. They should add a situation to the three final boxes. Ask pupils to place each slip of paper giving a situation in the hoop that most closely represents how they would feel about each situation.

**Keep the slips of paper from each hoop to use later.**

## Plenary

As a whole class consider the following questions.

- What makes something stressful, or comfortable?
- Should you always stay in your comfort zone?
- Should you stay in your challenge zone?
- Should you ever be in your stress zone?

Ask pupils to work in pairs to consider how to get the balance right between challenge and comfort in their learning.

## Applying learning

Summarise the learning from the activity and check with the pupils that you have understood fully. Explain that adults who work with the class need to know what things make the pupils stressed or comfortable. Agree how the class might make sure everyone is aware of this. You might nominate a member of the class to use the information in the hoops to record what pupils find stressful, comfortable and challenging in a poster or leaflet and give it to everyone who teaches the class.

# Learning opportunity 11:

## Year 9 – Achieving my goals?

### Overall learning outcomes

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

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

I can identify barriers to achieving a goal and identify how I am going to overcome them.

### Year 9 learning outcomes

I can elicit the support of my school and class to meet my long-term goal.

I can support others in meeting their goal.

### Resources

Some pupils may be familiar with goal setting from the SEAL Year 8, Theme 3, Keep on Learning

Blank paper

### Starter

Use a round starting with the following:

I am motivated to do things when.....

I give up on a task when.....

Or ask the pupils to talk to a partner to identify as many endings to the sentences as possible in a minute

Collate the answers on a whiteboard or flipchart

These can be referred to during the activity as supports or obstacles to achieving goals

### Activity

Setting a goal

Ask the pupils to sit quietly and to imagine themselves on the last day of the school year and read them the following: You are looking back at your first year at upper school. You are feeling really good about something you have achieved. It could be learning a new skill, supporting a friend, overcoming a fear. Think about what you have achieved and how it makes you feel. Who is there with you celebrating your success?

Ask the pupils to record what they achieved and how it has made them feel. They can do this as a drawing or a piece of writing. Ask the pupils to make the record as detailed as possible.

Using the record of what they have imagined they have achieved ask the pupils to turn this into a goal they could set themselves during this school year.

In pairs ask the pupils to share their goal with a partner. They should question each other about each other's goal and help each other with the steps that might be taken to achieve the goal.

*The following questions can be used to support the process*

*What is your goal?*

*What obstacles or blocks could hinder your progress?*

*How will you deal with any obstacles? (Refer to the list made during the starter.)*

*Who might help you to achieve your goal?*

*What is the first step you will take to reach your goal?*

*What further steps will you need to take to achieve your goal?*

*How will it feel when you meet your goal?*

*Who will know when you have met your goal?*

*Who else will know?*

Pupils support each other in describing the steps to success and to begin to plot them in any way they choose on a piece of paper.

## Plenary

Ask pupils how sharing a goal with someone else has helped them with the process.

Ask pupils to consider what they might do that could get in the way of achieving their goal and how they could prevent this happening

Suggest that pupils with similar goals might help each other to be successful.

## Applying Learning

Suggest to pupils that they might like to use the goal setting technique to set a home-based goal or a goal for an out of school activity.



# Learning opportunity:

## 12 Review of Transition Theme

At the end of the theme you should review the key learning from the theme. It will be particularly important to leave this theme on an upbeat note but with reference to:

- the new community you are building together and the responsibilities you all have to ensure that the whole group is successful;
- the class agreement;
- the value of moving on.

One way in which the class might do this is by creating a leaflet, booklet, scrapbook or poster to tell the adults who work with the class what they need to know about the class members. Different groups might choose to be responsible for some of the following sections.

- Our class. This section will give the names and faces of the class members with some specific information about each individual.
- Our 'home groups'. This will consist of the name of each group and its members with their gifts, talents and interests. This section should be created by the 'home groups' working together.
- The class agreement.
- Our stresses, challenges and comforts. This will be an opportunity to use the examples from the hoops.
- How to calm us down and how to make us keen and enthusiastic.
- Other information.

Most of the information needed to complete the activity will have been created during the other learning opportunities in this theme.

You might encourage pupils to keep a journal of their first few weeks at school.

This should include:

- the people they have met;
- the class agreement;
- the new things they have learned, for example, a map of the school, some of the school routines;
- the worries or concerns they have overcome and how.

You will need to agree what they will do with the journal. Do they want you to read their journal or do they want to keep it secret? Would they like you to comment and add your thoughts?

Remember that the journals should not be corrected in any way but you might like to add comments and suggestions.



## Ideas for involving family

Find out about your parents/carers' experience of school. Pupils should talk to three members of their family, for example, parents/carers, grandparents, uncle, brother/sister, and identify three interesting similarities and three differences between their experiences of school. They should agree whether the differences are better or 'worse'.

## Reinforcement across the school day

- Provide time at the beginning of each new lesson to reflect together on what the pupils have already learned about the topic to be studied.
- Build on the established small groups in the class and ensure that collaborative small groups are used whenever possible.
- Reinforce the whole-class identity and emphasise that the purpose is to learn together and help each other to learn.
- Use the class agreement as a starting point and negotiate any additional subject-specific rules.
- Provide opportunities for pupils to talk to each other in pairs. Ensure that pupils work with as many different partners as possible.
- Use name games to help you, and the pupils, remember each other's names.
- Consider ways to ensure that the pupils feel emotionally safe. Don't put them on the spot or embarrass them.
- Each subject teacher should discuss how the learning is to be covered in the year.
- The pupils should be encouraged to consider the benefits of their learning journey to themselves and to society in general.
- Review the learning at the end of each lesson both in terms of subject objectives and in social and emotional learning.

## Whole-school approach

The whole school might consider the following to support the learning in this theme:

- creation of safe havens for vulnerable pupils;
- establishing systems to support new pupils, based on pupils' ideas;
- reviewing the school organisation to identify possible ways of creating smaller learning communities within the large school, to promote a sense of belonging and identity;
- using a checklist/prompt sheet for effective group working (see Further reading 5.4.2);
- supporting pupils to be members of clubs – with established rules and expectations;
- displaying agreements or codes, including an anti-bullying charter, and having all members of staff refer to them;
- revisiting the school council;
- displaying, in public places, ways to calm down.

# Staff development

This resource is designed to support staff who are actively involved in running Year 9 transition sessions within tutor time or PSHE and across the curriculum.

The activities are designed to be explored by groups of staff in preparation for delivering the theme.

## Staff development activities to complete before you start

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

### Activity 1: Why teach SEAL?

#### Purpose

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

#### Resources

Sticky notes (20 per group of two or three participants).

Flipchart divided into six sections that have been labelled: self-awareness, managing feelings, motivation, empathy, social skills and other.

#### Process

Participants should:

1. Jot down on a piece of paper the behaviours that are a barrier to learning or success in school shown by the pupils in Year 9.
2. Get into pairs or threes and agree the ten most important behaviours of concern that are a barrier to learning. They should record these so there is one on each sticky note.
3. Agree on alternative opposite but positive behaviour for each of the behaviours of concern.

The facilitator might like to ask participants to throw the behaviours of concern in the bin and explain that the positive behaviours will be those things that we want to see in school. Suggest that if we teach these then behaviour in school will improve.

4. The participants should stick the positive behaviours on the flipchart under the most appropriate heading.

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

This provides a graphic representation of the importance of the social and emotional aspects of learning for pupils in Year 9. 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.

# Staff development activities

## Activity 1.1 Belonging

### Purpose

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

### Resources

Flipchart paper for each group of four to six.

Pens.

### Process

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

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

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

Underline any negative behaviours you have written.

### Applying learning

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

# Activity 1.2 Feeling new!

## Purpose

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

## Resources

Flipchart and pens.

## Process

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

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

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

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

## Applying learning

Keep this list to review at the end of the school's work on Theme 1. Decide on any changes you want to make to the school systems and practice, following your review.

# Activity 1.3 Our human needs

## Purpose

To remind colleagues of Maslow's Hierarchy and its significance in school for Year 9.

## Resources

Resource sheet 1.3.1 Maslow's Hierarchy from the Secondary SEAL Year 7 resource (one per group of four to six).

Resource sheet 1.3.2 Peter and Sam.

Pack of small sticky notes.

## Process

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

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

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

You might like to divide the groups so that half of them take Peter's story and the others take Sam's story, then 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.



## Resource sheet 1.3.2 Peter and Sam

### Sam's story

Sam had a bad morning. She had a row with her dad again. He said that she was late getting up because she had been late coming home. If she didn't improve she wouldn't be allowed out at all. Sometimes she hated her dad. Everyone else was allowed out until really late but she had to be in at 10 o'clock. She was really mad so she left slamming the door behind her. She knew that would make her dad really cross and she could hear him shouting something about telling Mum. When she got to school she chatted with her friends about the fun they had the night before. She almost forgot about the argument with her dad until it was science. She had to move classes and none of her friends was in the group with her. She knew it was because she found the work hard. She wanted to be clever like the rest of her friends but she thought it was hopeless. She sat down at the nearest table and started to think. She thought about the row she had had with her dad and how unfair he was to her. Perhaps he would tell Mum and then there really would be trouble. It took a while for Sam to realise that the teacher was talking to her. He might have been talking to her for a while but she hadn't heard. He was walking towards her and now he was shouting at her and wagging his finger at her, just like her dad did. He was saying how there would be trouble if she didn't move into her group. Before she had even thought about it, she was standing up. There was silence all around her and everyone was looking at her. Then she heard herself swearing and telling him to leave her alone. She knocked her book to the floor and stormed out. She went to the toilets and locked herself in the cubicle. It wasn't fair, nothing was fair. She hated her science teacher and she hated her dad.

## Resource sheet 1.3.2 (cont.)

### Peter's story

Peter had had a bad morning. His 5-year-old son had played up really badly. When he eventually got his son in the car and turned the ignition on, it had spluttered and refused to start. It took him about half an hour messing around under the bonnet before he eventually set off. During the entire journey his son moaned about having to go to the child minder's house. Things didn't get much better once he got to school. In the night, his classroom had sprung a leak. There was water all over his desk. By the time he'd cleaned it up, his registration group had come in. After registration he had a Year 7 science group. They were a real handful. He had hoped to have everything ready for the group but now this wasn't possible.

The class came in. He felt poorly prepared and had the beginning of a headache. He explained about the leak but some of the pupils were upset. He asked the class to get into their small groups. After the usual disturbance they were ready to start. Then he noticed Sam. She was sitting at an empty table and had quite obviously not bothered to move. He walked towards Sam. She was looking at him with a blank stare and seemed to be saying, 'You can't make me move'. Before he had even thought about what he should do, he had launched in and heard himself saying, 'Get into your group or you will be sorry'. He was shouting too. Sam wasn't usually too much of a problem. She didn't always concentrate in class but she usually did what she was told with a little extra encouragement.

# Activity 1.4 Threats

## Purpose

To consider how to ensure that the Year 9 class is socially and emotionally safe for the pupils.

## Resources

Flipchart paper

Resource sheet 1.4.1 Fight or flight

## Process

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

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

## Applying learning

Find out from pupils (for example last year's Year 9) 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.

# Activity 1.5 Change

## Purpose

To understand the issues about how people cope with change.

## Resources

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

## Process

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

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

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

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

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

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

## Applying learning

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

## An example of an upper school transition programme

The transition process began at the beginning of the summer term before year 8 pupils transferred to upper school. The school worked on the principle that all students would benefit from some SEAL but some students may need more, “some for all and more for some”.

The school manages and supports the emotional aspects of transition by:

- Holding a New Intake Evening where SSEAL is introduced to parents. An opportunity for 1-1 tutor interview for all students and parents is provided at the evening
- Holding SEAL assemblies in the Middle School
- Using where appropriate, the schools peer mentoring programme to support identified students
- Holding two induction days featuring aspects of SEAL.
- Organising drop-in sessions in September for pupils with worries
- Identifying vulnerable students and delivering a programme at the Upper School each Wednesday afternoon in the second half of the summer term
- Organising detailed information gathering on all students prior to transfer which is then used by tutors to inform 1-1 meetings at the new intake evening

## Mentoring

Staff from the Middle School identified ten challenging students for mentoring by the Upper School. Senior staff, SENCO, Heads of House and Student Welfare Offices met with individual students and their parents and mentoring took place throughout the second half of the Summer Term. This mentoring continued in the Autumn Term.

## Drama Project

A group of Upper School students presented a drama focused on transition issues and provided an insight into what makes students successful at Upper School. There was a strong focus on rights and responsibilities, rules and routines, relationships and peer group pressure.

## Assemblies

Assemblies were delivered to year 8 that dealt with issues such as expectations, rules/ routines, the opportunities offered by upper school, and the social and emotional skills necessary for a successful transfer.

## PSHE Transition Module

A series of PSHE lessons were delivered in the second half of the summer term in the Middle School and fed into activities on the New Intake Day and Citizenship, Personal and Religious Education lessons in September. The lessons focused on the thoughts, feelings and behaviour associated with transition and introduced the key aspects of the SEAL programme.

- \* Self awareness
- \* Managing my emotions
- \* Motivation
- \* Empathy
- \* Social skills

## Improved therapeutic opportunities for pupils

The school has a long tradition of providing students with support to meet a variety of social and emotional needs. The House system, Student Welfare officers and the Achievement Support Centre, are just three examples. To provide further support for those students with social and emotional needs up to 12 staff were trained during the second half of the summer term to enable them to offer small group work for identified students. This has allowed the school the capacity at any one time to support up to 50 students on such courses. Two courses offered to appropriate students are:-

- \* Managing Emotions
- \* Feeling Safe, Standing Strong

There is strong commitment in the school to Restorative Justice Practices. All staff have received some training and a number have completed more in depth training and now use RJ in a range of minor and more challenging circumstances.

## Student Voice

The school believes strongly in the importance of Student Voice and during the transition process year 9 students visit the Middle Schools to conduct question and answer sessions. Members of the school's Praise and Reward Action Committee invite year 8 pupils to enter a praise post card competition and the winning design is adopted for the next academic year. At the New Intake Evening in July, members of the Student Voice Executive Committee are present to speak to students and parents about the opportunities provided by Student Voice and new students are encouraged to join the wide range of Student Voice Action Committees that flourish in the school.

## A revamped curriculum for KS3

Work is underway to develop an exciting and more relevant curriculum for students that will develop their

- \* Learning skills (Learning to Learn)
- \* Social and emotional skills (Behaviour for Learning)

This is a responsibility that all staff share and its success will be determined by the commitment of all staff to support the ethos, values and principles that underpin these approaches. This is very much a case of work in progress.

## Development of the Achievement Support Centre

Staffing in the Achievement Support Centre has been increased and the facility is now fully integrated into the newly established Achievement and Inclusion Department. Social and emotional support for all students is available throughout the school day from full-time trained staff. Student Welfare Officers provide a further layer of support for students.

## Improved opportunities for the most disaffected at KS4

- The School Engagement Programme in Year 10 and 11 has provided good opportunities at college for a number of students.
- Strong links have been made with the County's school for pupils with Emotional and Behavioural Difficulties, and with other providers that offer alternative curriculum programmes for some students.

## Behaviour and Attendance Partnership

The school is committed to promoting SEAL across the learning community through its involvement in the B.A.P.

## Additional whole-school activities

- SEAL has been linked with Every Child Matters.
- During the next academic year each curriculum area will map how SEAL can be made explicit in their subject areas.
- SEAL will be integrated into the year 9 Learning 2 Learn/CPRE Course.
- The Assembly programme for 2008-9 will use SSEAL as its supporting framework with each assembly focused on developing different aspects of SSEAL

## Effect

It is early days but the signs are promising. Year 9 attendance is up, there have been significantly fewer behaviour issues and exclusions for year 9 are down in comparison to the previous two years. Staff report a significant improvement in the learning climate in year 9 compared to recent years.



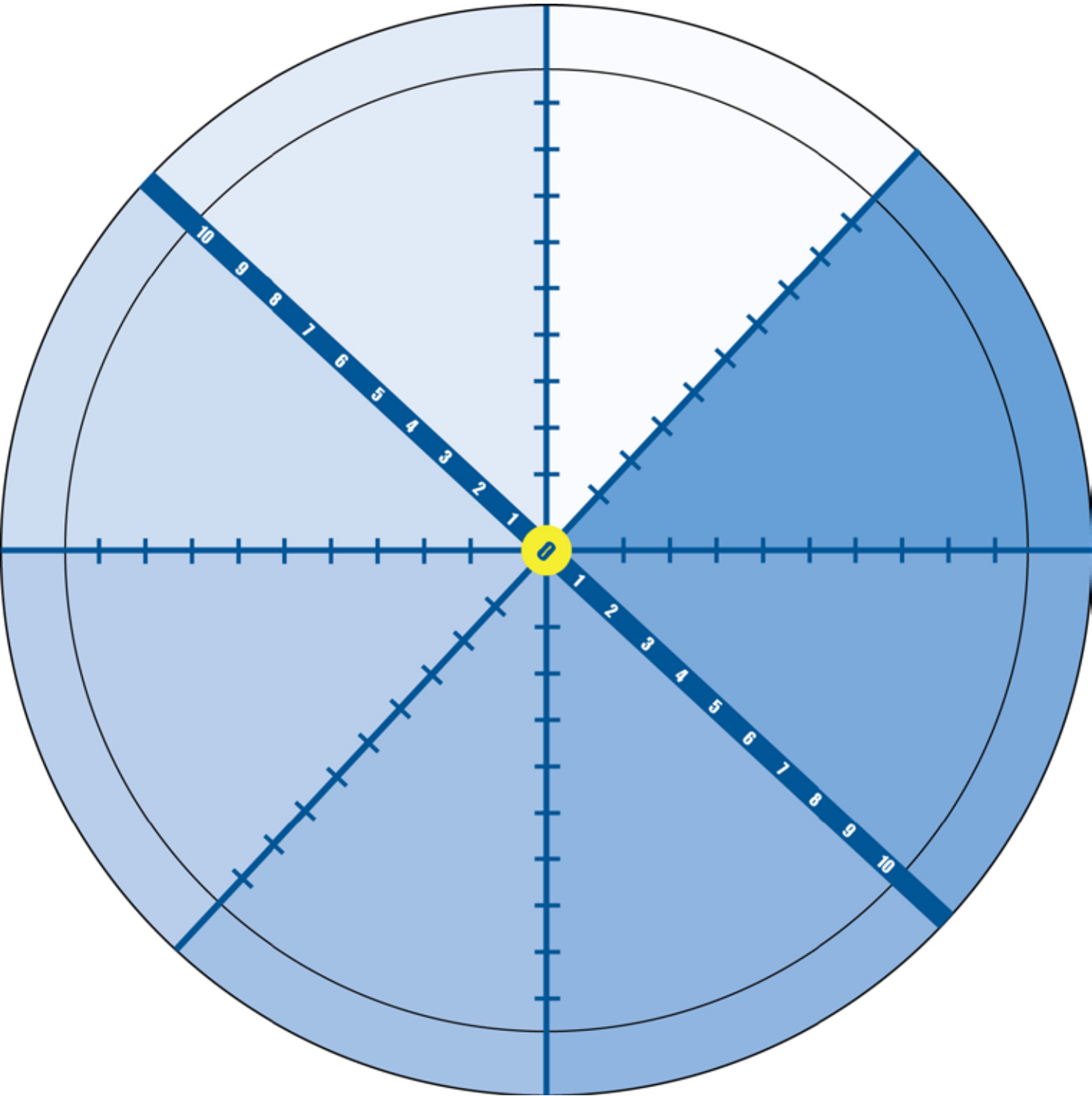


# Social and Emotional Aspects of Learning (SEAL)

Transition Year 8 to Year 9

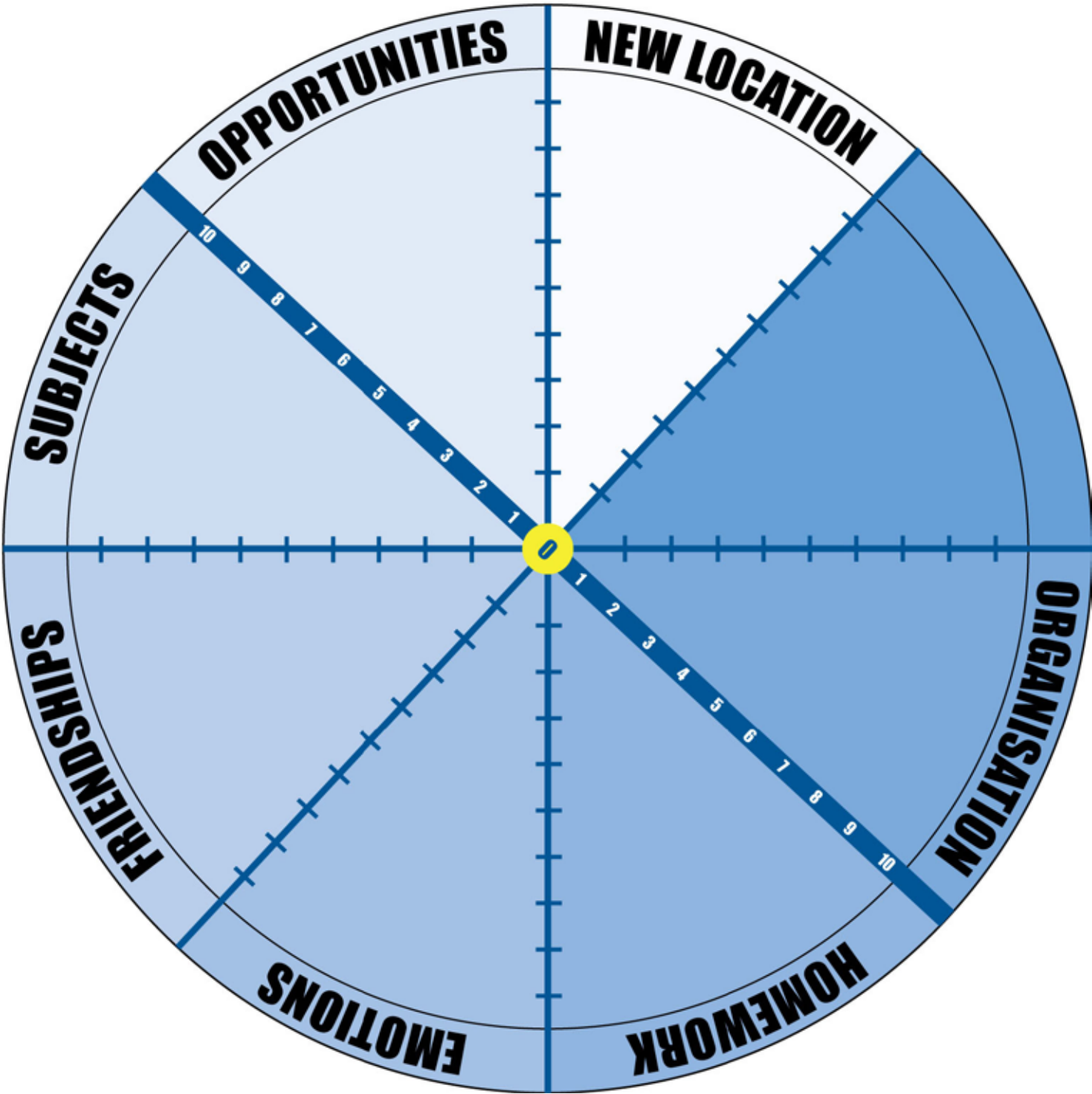
Resource Sheets

# Resource sheet T1a Transition Wheel

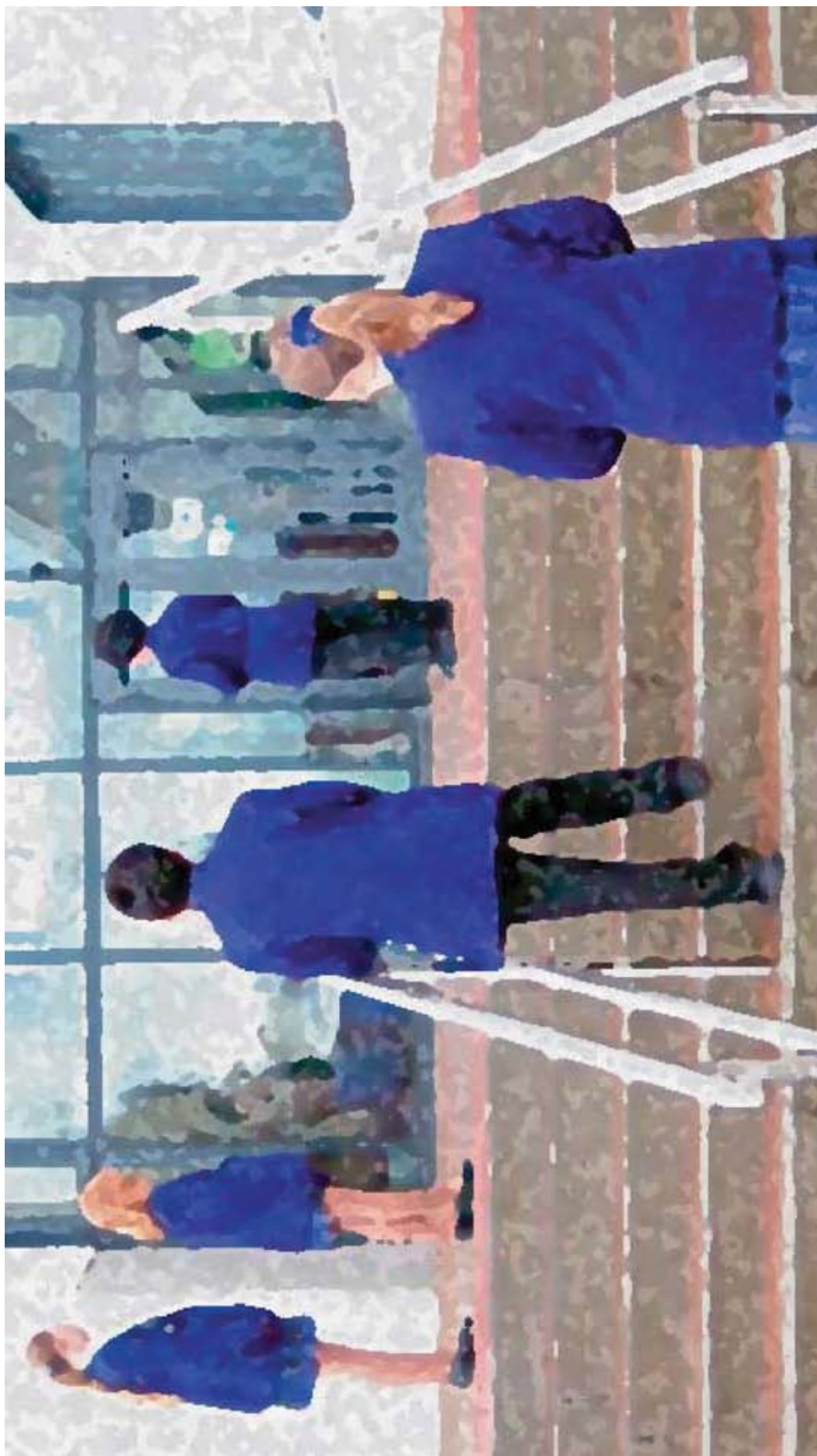




Resource sheet T1b Transition Wheel



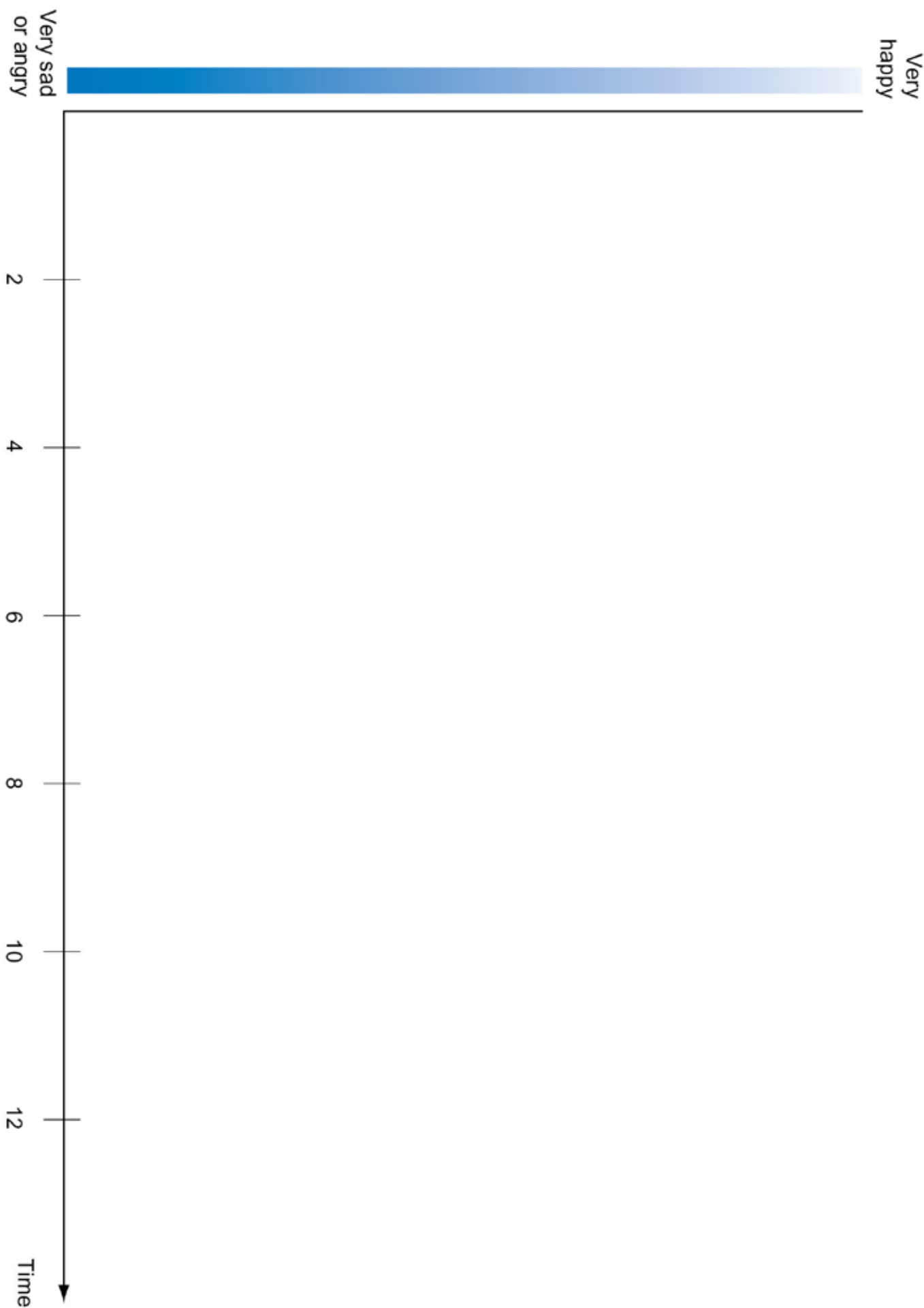
## Resource sheet T2 First Day



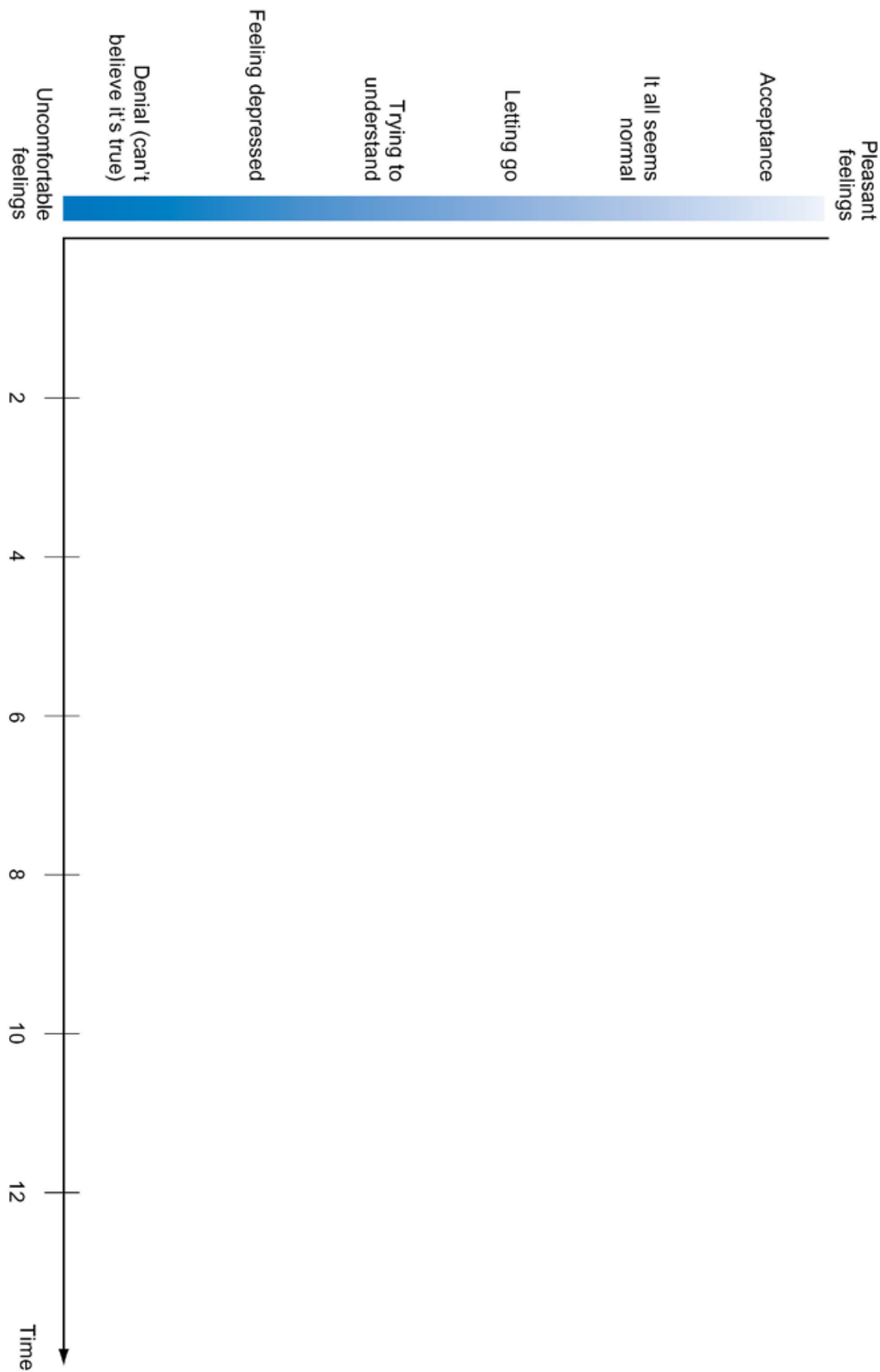
# Resource sheet T3 Life events

Born	I was bridesmaid	Brother born
Got my dog	Learned to ride a bike	Started nursery
Went on holiday to Poland	Sister born	Played my first football match
Moved to my house	Swam a length	Started lower school
Mum and Dad separated	Granny came to live with us	

# Resource sheet T4 Living graph



# Resource sheet T5 Feelings of change



# Resource sheet T6 Design an 'Ideal Student'!!

You have to design an ideal student suitable for any school. You have 2 minutes to read the list, and then you can ask any questions about the information or the task.

1. by yourself, tick all that apply
2. with a partner choose up to seven characteristics
3. in your table groups agree the seven most important characteristics

## An ideal student ....

Characteristics	Characteristics
1. Is polite	13. Is willing to take on responsibilities
2. Smiles	14. Is ambitious
3. Always wears the correct uniform	15. Will speak up on behalf of other students
4. Takes responsibility for own learning	16. Wants to have a say on school issues
5. Is willing to share ideas with others	17. Knows when he/she needs to make improvements
6. Is on time for lessons	18. Can list to others and can help them feel better if they are feeling worried or unhappy
7. Is willing to "have a go" at lessons he/she is not good at	19. Can accept success and set backs are part of life
8. Always has the correct equipment for lessons	20. Can make, keep and break friendships without hurting others
9. Takes part in out of school activities p	21. Can see a situation from another's point of view
10. Has a good sense of humour	22. Understands how their own actions affect others
11. Will work with students who are not in his/her friendship group	23. Understands that choices have consequences
12. Shows respect for all – staff, visitors and pupils	24.

# Resource sheet T7 Find someone who...

...has been to more than four schools	...is left handed	...has a pet that you would like to have (or have)	..has a brother or sister at the school
...has an interesting hobby	..catches the bus to school	....likes a film that you like	...can speak a language other than English
..is born in the same month as you	....has visited another country that interests you	...shares a similar interest as you	....went to a different middle school than you
...knows that they want to do when they leave school	...plays for a sports team	...has a part time job	...has the same number of brothers and sisters as you

# Resource sheet T8

## Secondary SEAL Transition Game

72 Construct revision plan. Move forward 3.	73	74	75	76 Amber Card for low level disruption. Miss a go.	77 Listened to all info on subject choices. Will research options. Go to 81	78	79	80 Receive Award in Achievement Assembly. Go forward 3.	81
71	42 Participated in Athletics Championships. Go forward 3.	43	44 Bring Mufi money £1. Go forward 1.	45	46 Transfer Day at Upper School was great. Go forward 3.	47 Failed to return library book on time. Stop to pay fine. Miss a go.	48 Failed to bring back Year 8 Report slip. Go back to 39.	49 Start Upper School! Have another go.	82
70 Signed up for D of E Award. Throw again	41 Met my Upper School form tutor tonight. Go forward 3.	20	21	22	23	24	25	50	83
69	40 An excellent school report. Go forward 3.	19 Designed an excellent web page in ICT for use on Learning Platform. Have another go.	6	7	8 Helped show visitors around school. Go forward 3.	9	26	51 Forgot to get Organiser signed. Go back to start.	84
68	39	18	5 Went to Upper School Open Evening. throw again.	START HERE TRANSITION	1	10 School library duty. Go to 28.	27	52	85
67 Helped Yr 8s on their visit. Go forward 2.	38 Helped prepare for the School Prom. Go Forward 3.	17	4 Mobile phone in school. go back 6.	3	2	11	28	53 Volunteer for Form Rep. Have another go.	86 Volunteered to visit Middle Schools. Go forward 2.
66	37	16 After school detention. Go back 5.	15	14	13 Suggested issues for form reps to take to Yr meeting. Go to 17.	12	29	54	87
65 Attend 2 extra - curricular clubs. Go forward 2.	36 Filled In Pyramid Transfer Profile	35	34	33	32	31	30	55 Timetable set out well in organiser. Go forward 4.	88
64	63	62	61 Looked smart in photos. Go forward 2.	60	59	58	57 Turn up to lesson without pen. Go back 1.	56	89 Volunteered to help at Year 8 Open Evening. Go forward 3.
99 Enjoying Upper School and doing well!	98	97	96 Helped new Year 8 student. Go forward 3.	95	94	93	92 Started revision for SATS. Go forward 5.	91	90



# Resource sheet T9 Working together self review check list

**Add any other agreed statement**

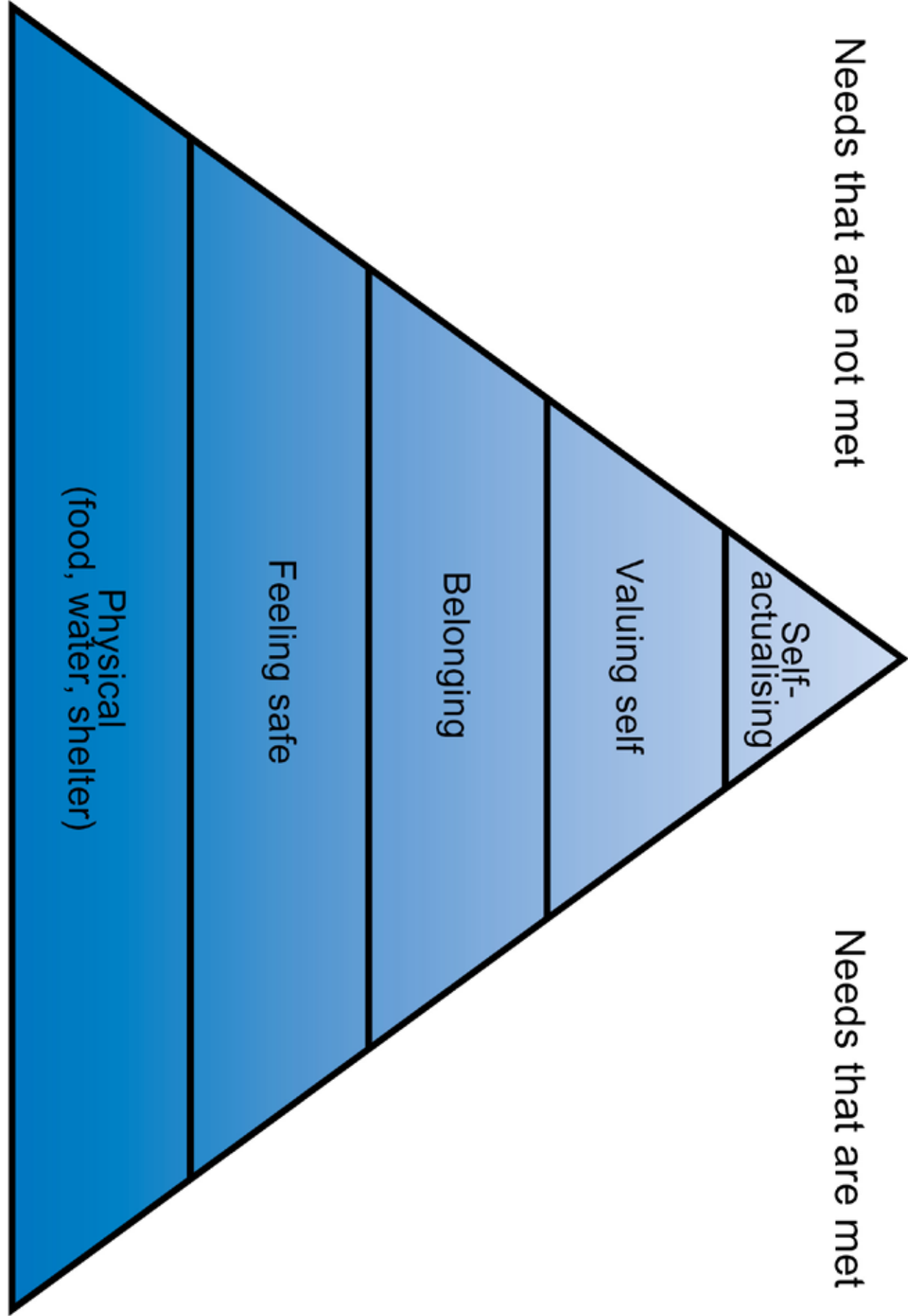
	How well do we do?	
Did everyone feel OK about being in the group?	Yes	No
Did you have a leader of the group?	Yes	No
Did you agree what the leader of the group should do?	Yes	No
Did you make sure everyone had a say?	Yes	No
Were you able to make a compromise when people had different ideas?	Yes	No
Did you say if you did not agree with something and did you have a chance to explain why?	Yes	No
Did it feel OK for people in the group to disagree?	Yes	No
Did you try to find a win-win solution if people didn't agree in the group?	Yes	No
Was the language you used and the way people said things appropriate for working together in the classroom? Did it help everyone feel comfortable?	Yes	No
	Yes	No
	Yes	No

## Resource sheet T10 What are the attributes of a good couple?

**Fill in the table below with the agree attributes. When your group has completed the task, score how well you did.**

[illegible]

Resource sheet T11 Maslow's Hierarchy of needs



## Resource sheet T12 Zones

Lots of noise

Making new friends

Playing football

Working in groups

Being asked to read out in class

Being in a race on sports day

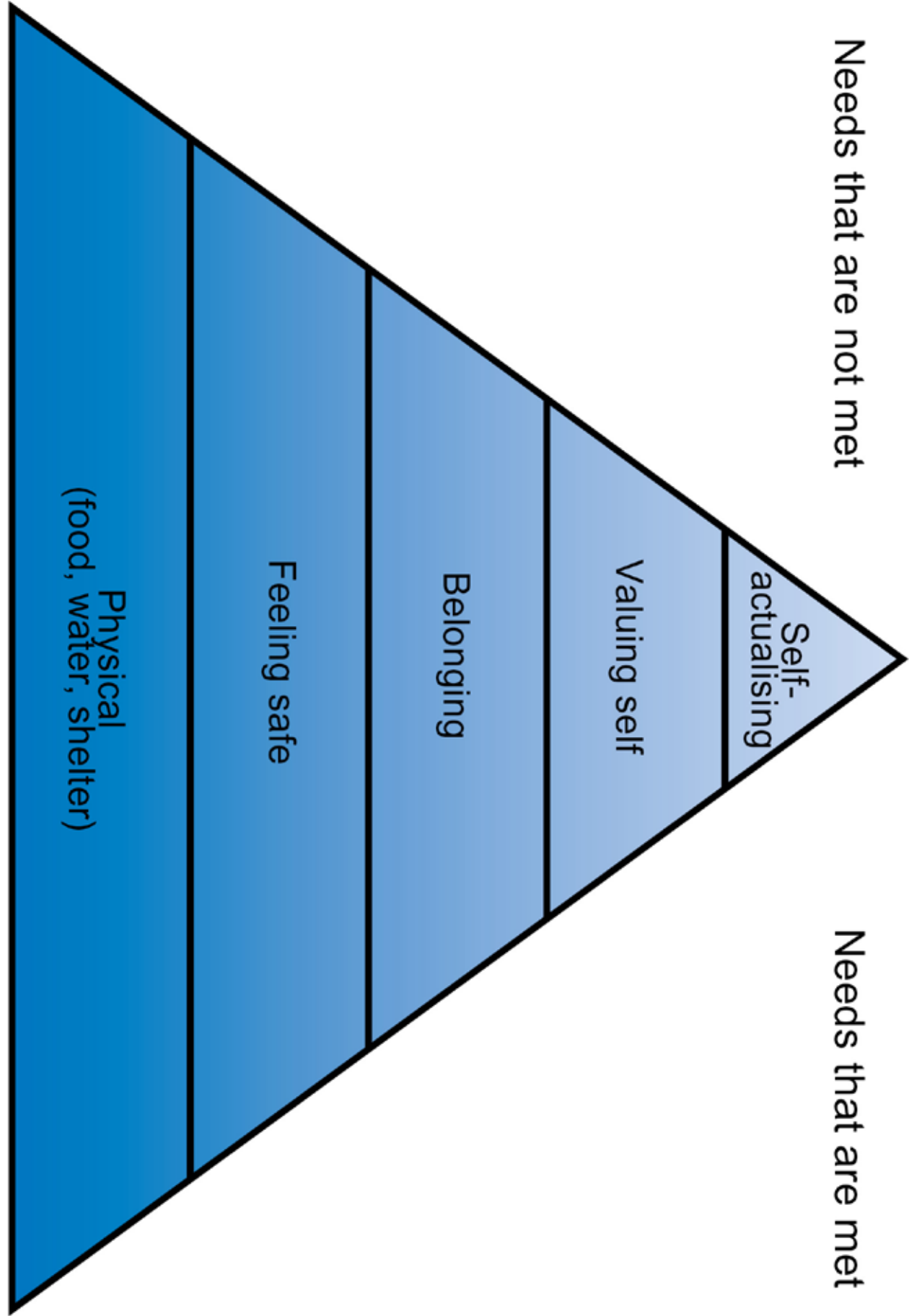
Singing in a competition

Silence

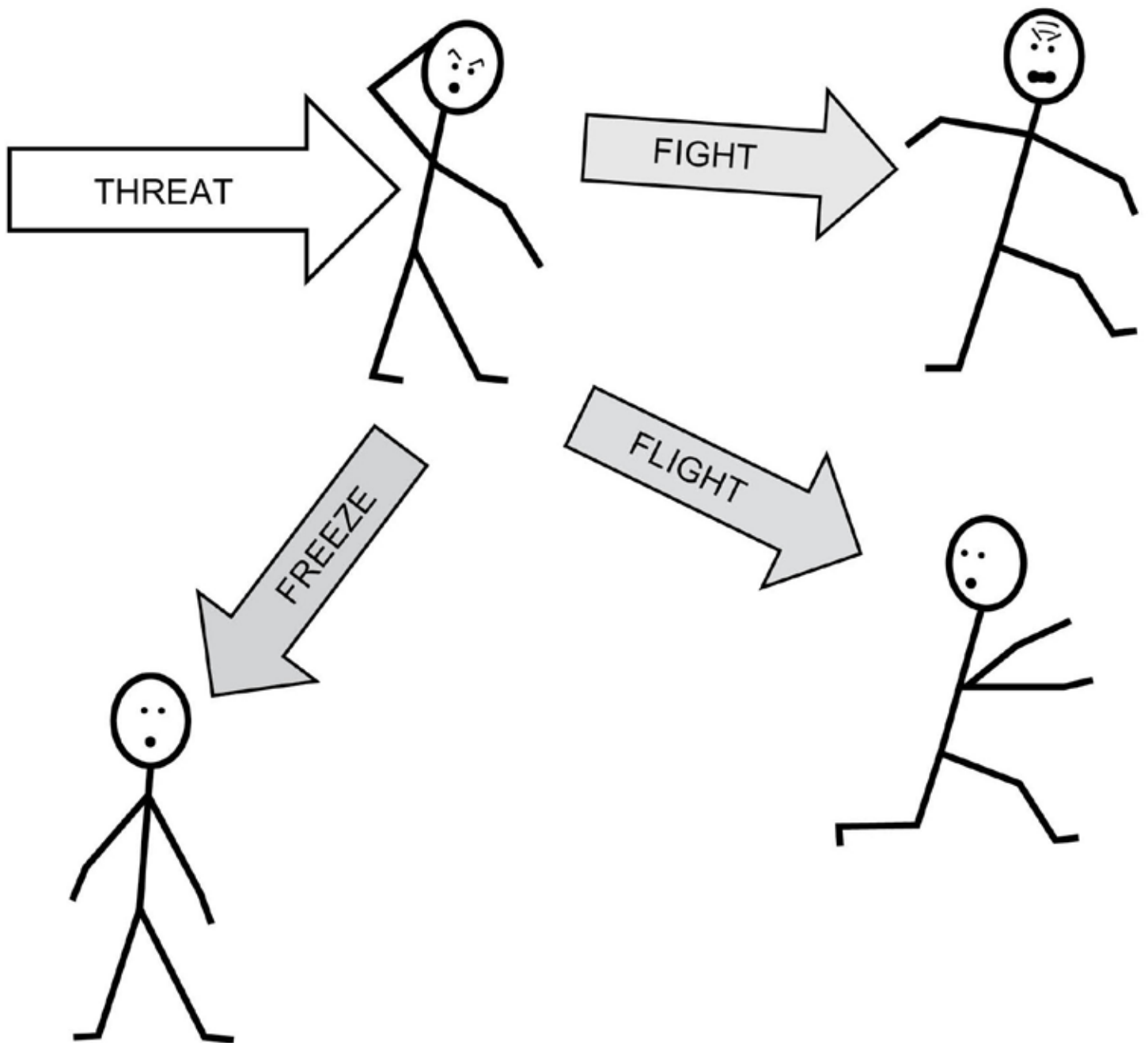
A situation that is in my comfort zone:

A situation that I find stressful:

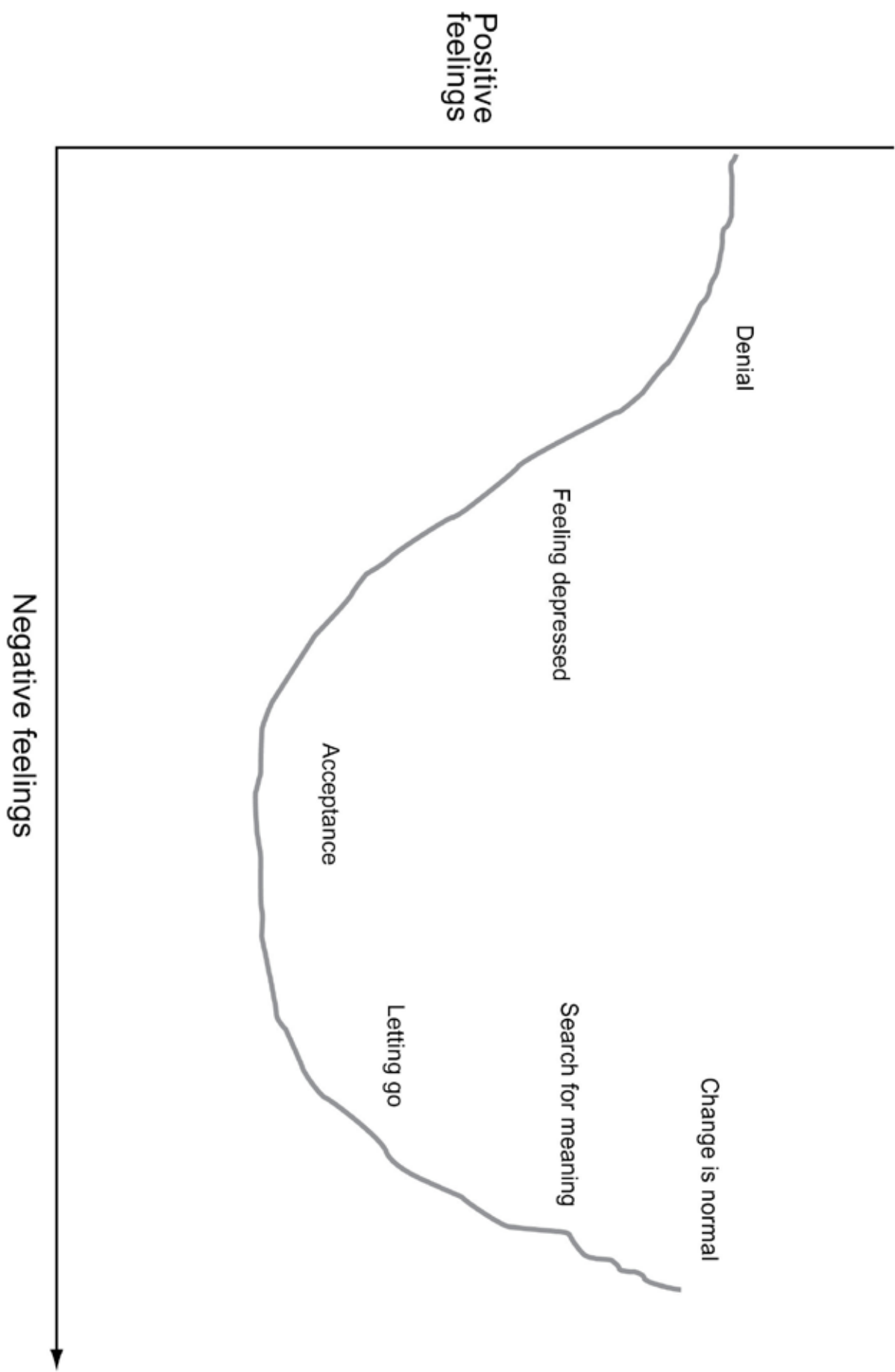
A situation that is in my challenge zone:



## Resource sheet 1.4.1 Fight or flight



Resource sheet 1.5.1 Changes



## Notes



## Notes

# Acknowledgements

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## Finding out more

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