



THE SUCCESS PARTNERSHIP

Circle Times To Support SEAL

Simplifying SEAL





Class: Early Years Foundation Date: Led by:

Theme	New Beginnings
Social and Emotional Aspect of Learning	Managing Feelings Empathy Self awareness Social skills
Learning Outcomes:	I know people in my group/class like me I like the ways we are all different and I can tell you something special about myself and others
1 Introductory Activity	5 Skills Looking, listening, thinking, speaking, concentrating
2 Game:	The Name Game Resources – bean bag What to do – The children gently throw the bean bag to someone across the circle and say their name, they continue passing until everyone has had a turn.
3 Activity	Getting To Know Each Other Resources – Read – Ruby at Nursery (SEAL materials – Foundation – New beginnings, pg 20) Use puppets to tell the story (optional) Feelings photo's cards from Seal resources What to do – Read the story and use the puppets. Draw out her feelings of: Scared/frightened Sad Happy Excited Discuss the story
4 Game:	Silent Statements Resources – none What to do – The children stand up and cross the circle if: "They ever felt like Ruby"; "if you have ever felt sacred like Ruby when you started a new school"; "you felt excited about trying out new things", "you felt happy making new friends", 'Feel sad when they say goodbye to someone'; "etc.



5 Affirmation and Celebration	Who in this class are you pleased with because you have noticed that they manage their anger well. I'm pleased with Because
6 Closing Song	If your happy and you know it Add verses and actions for other feelings. Eg sad, angry, excited, scared.
Comments/ Evaluation	



Class: Year 1

Date:

Led by:

Theme:	Good to be me (SEAL)
Social and Emotional Aspect of Learning	Empathy Self awareness Social skills Motivation
Learning Outcomes:	I can tell you the things I am good at – my gifts and talents I can praise myself and others I can express my feelings I can be still and relax my body Speaking, Listening, Learning – T2 19
1 Introductory Activity Game:	5 Skills Looking, listening, thinking, speaking, concentrating Simon says
2 Mixing up Activity	Silent Statements Resources – none What to do – The children stand up and cross the circle if: “They like eating pizza”; “Walk to school”; “Like a certain sport”, “have blue eyes”, “Feel sad when they say goodbye to someone”; “Ever get angry when falling out with friends at playtime” etc.
3 Activity	Puppets Activity Resources – Ritzy Rat, speaking object What to do – Ritzy rat says ‘I have heard lots of things about how good you are at listening.... Etc. I would love to hear more about your gifts and talents, who can tell me what they are good at? Who is a good friend? Who is good at football? Who is good at poetry, drama....’ etc
4 Round	Partner: Each child forms a pair – find out two positive things about your partner. E.g. John is good at football and can run fast; Vicky is good at looking after her hamster. Round: One thing I am good at is..... End on a positive note with puppet saying thank you for helping.
5 Affirmation and Celebration	Who in this class are you pleased with because you have noticed they I’m pleased with because



6 Closing Game	<p>Mirror Mirror Resources – box with mirror in it There is someone special inside this box, don't tell anyone else who it is.....</p> <p>Visualisation – On a Beach</p> <p>If time – Game: Honey I love you, but I just can't smile</p>
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Class: Year 2 Date: Led by:

Theme:	Getting on and falling out
Focus	Dealing with Anger
Social and Emotional Aspect of Learning	Managing Feelings Empathy Self awareness Social skills
1 Introductory Activity	<p>The Bean Game Resources – none What to do – The leader calls french, runner, jumping, has been, jelly, baked bean, frozen bean, broad, kidney mexican bean etc & the others must mime this action until the next bean is called. Can be done moving around or standing still round the circle (great wet play!). Good to energise a dull class who need a stretch & a laugh or maybe need to let off steam- you can keep control by slowing & calming the end to choose still, quiet Beans!</p>
2 Mixing up Activity	<p>Silent Statements Resources – none What to do – The children stand up and cross the circle if: “They like eating pizza”; “Walk to school”; “Like a certain sport”, “Feel sad when they say goodbye to someone”; “Ever get angry when falling out with friends at playtime”; “have ever hurt anyone”; etc. They then go and sit in one of the chairs which will become empty. The game can be played by then turning one chair around therefore leaving one person in the middle of the circle. This person can then think of another “Cross the circle if.....”</p>
3 Activity	<p>The Anger Story Resources – balloon and balloon pump What to do – The facilitator tells a story: There was once a girl named Amber who found it very hard to manage her anger. She would spend most of her day feeling angry and wherever she went or whatever she did or whoever she was with made her angry. She was one angry amber! One day Amber woke up to find that her alarm clock had not gone off, this made her feel angry; her Mum then came in with toast with butter on, she didn’t like butter, that made her feel angry; her friend called to say she couldn’t walk to school with her because she was going in the car, that made her feel angry.....</p>
5 Round	<p>Children then pass take turns around the circle adding, other things that Amber may be angry about. While children add things she may be angry about the teacher blows the balloon up. e.g. she forgot to go to her guitar lesson</p> <ul style="list-style-type: none"> • her best friend sat next to someone else in class



	<ul style="list-style-type: none"> • it was wet play • she had a spelling test etc <p>Until the balloon eventually pops. The idea here is to create a visual image of anger being stored, increased and finally exploding. Also that anger is accumulative and that there is usually a trigger to the explosion.</p>
<p>6 Conference</p>	<p>Look at the brain and discuss the effects of stress and how the amigdala get's triggered.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • triggers that create anger • how we can manage anger constructively • the anger cycle • Strategies that we can use for calming ourselves down. <p>Draw and write: I feel angry when My anger model (draw a picture/symbol of how you feel when you feel angry)</p>
<p>5 Affirmation and Celebration</p>	<p>Who in this class are you pleased with because you have noticed that they manage their anger well.</p> <p>I'm pleased with Because</p>
<p>6 Closing Game</p>	<p>Countdown Resources – none What to do – Children sit in a circle either on the floor or on chairs. A leader is nominated who then goes around the circle counting how many players there are, including herself. That number starts the countdown. For example, if there were 20 players, the countdown would start from 20. Any one can stand up and call the next number, eg. 19, but if two children stand up at the same time, the countdown has to start again. So the play may go something like this, one player stands up and says 20, he sits down and then another player stands up and says 19, then she sits down, then two players stand up to say 18 and the game has to start again. The aim of the game is to reach 1 and if they do then all the players stand up, lift their arms and shout “blast off”.</p>
<p>Comments/ Evaluation</p>	

**Class: Year 1/2****Date:****Led by:**

Theme:	Good to be Me - Worries
Learning Outcomes:	Understanding my feelings I know more names for feelings than I did before I can use more words to express my feelings I can tell you when I am feeling worried or anxious I can tell you some things that make me feel anxious
1 Introductory Activity Game:	5 Skills Looking, listening, thinking, speaking, concentrating Feeling Game – One child has a bean bag. They throw that bean bag to someone across the circle as they throw it, they name a feeling and act it out all the rest of the players act out that feeling too
3 Activity	Story Time The huge bag of worries Debrief the story What did they like about the story?
4 Mixing up Activity	Silent Statements Resources – none What to do – Change places if when you feel worried inside you feel like: Tangled knotting A wobbly jelly A big messy puddle A too messy bedroom where you can't find what you are looking for
5 Round	Resources – speaking object I feel worried when.....
7 Circle Talk	Circle Talk: What makes you feel worried? How does it feel in your body when you are worried? Is it a comfortable or uncomfortable feeling? What does it make you think? How does it make you behave? Is this a useful feeling? Can I help myself when I feel like this? If so what can I do? If I need help, who else can help me? Conference: Pupil support: Is there anyone here who needs help



	<p>because they are feeling worried about something?</p> <p>I need help because.....</p> <p>Peer response: would it help if I... Would it help if you.....</p> <p>Action plan</p>
5 Affirmation and Celebration	<p>Who in this class are you pleased with because you have noticed they</p> <p>I'm pleased with because</p>
6 Closing Visualisation	<p>Visualisation: creating a safe garden</p> <p>Draw you own special garden, where you can go to gain wisdom and insight and where you can feel supported and safe</p> <p>Children make a huge mural with all their drawings joined together – like a patchwork quilt.</p>